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ABSTRACT

The first of a series of evaluations of the Bureau of Indian Affairs (BIA) Higher Education Program, the report focused on the characteristics and opinions of 2,736 American Indian and native Alaskan students who received financial assistance from this program. Demographic data were depicted in graphs which generally related to available counseling services and student problems in college. The major findings indicated that: (1) 77% of the students were in the 18-25 year age group; (2) the educational level of parents was low, although parents were prime motivators for attendance in college; (3) 16% attended BIA high schools; (4) 65% utilized available counseling services; and (5) inadequate preparation for college resulted in poor study habits and a lack of motivation. (HBC)

ED 076302

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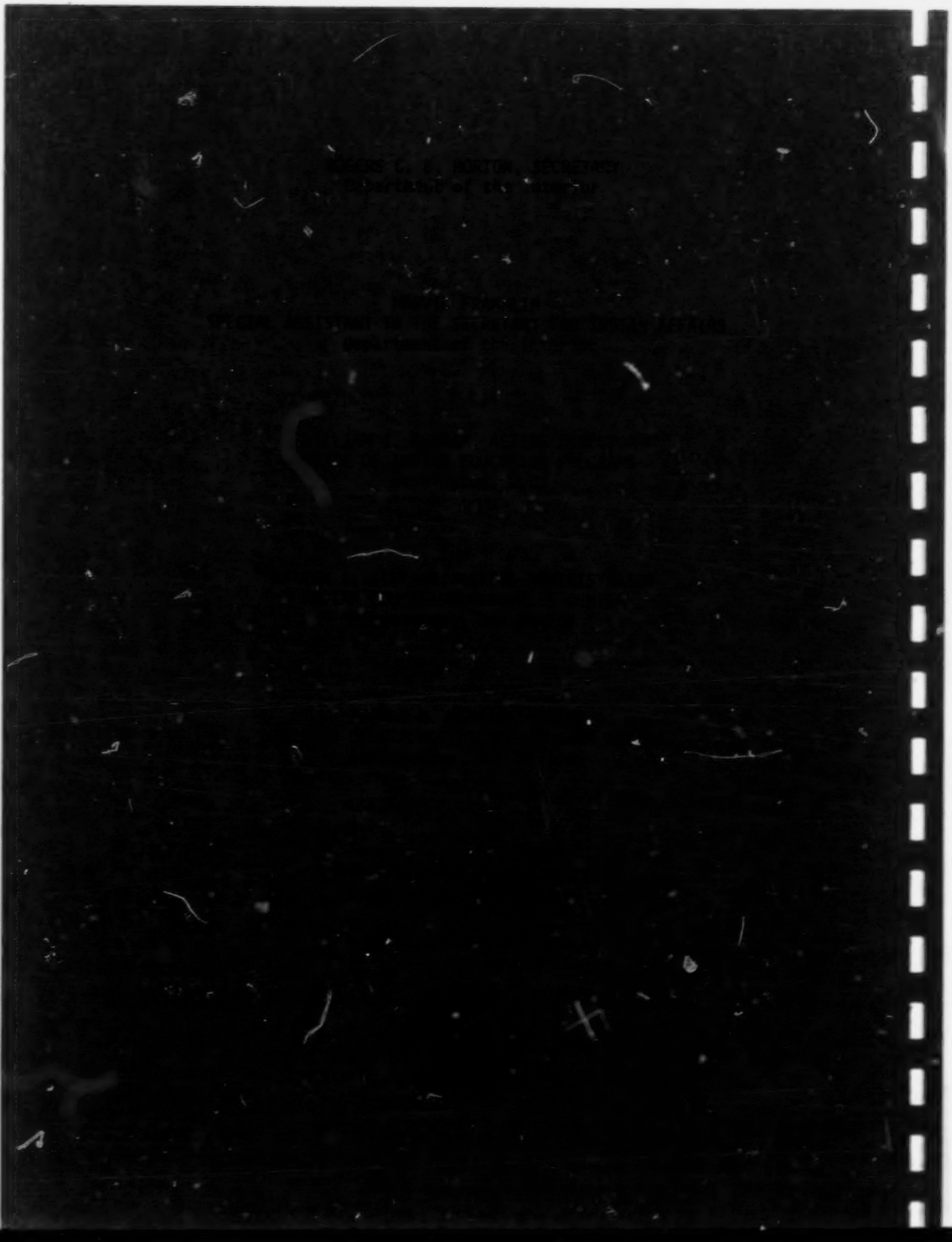

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P R E F A C E

The Higher Education Program of the Bureau of Indian Affairs is a large and complex undertaking, and it is with trepidation that an evaluation of it was undertaken. There are over 13,000 participants attending over 300 institutions of higher learning in all of the 50 States. This report is but one facet of the total effort and should be taken as such. There are other parts of the evaluation that will in time be released.

The Bureau's educational evaluation and research personnel are fundamentally interested in providing valid information that can be used by decision-makers. It is for this reason that the work of evaluation is approached openly and professionally. The validity factor of the survey of the characteristics of Indian scholars participating in the Higher Education Program is an important aspect of the graphs. It is the policy of the Division of Evaluation and Program Review to employ accepted and proven methodology and to maintain an openness to inquiry and criticism regarding the products of our efforts. Those interested in the details of the questionnaire activity will find it in the part of the report entitled, "Technical Information." If there are questions concerning the methodology and techniques utilized, they are welcomed.

There are relationships that can be drawn between the graphs which this report does not purport to do. If there are evaluators and researchers who in time do this, the Bureau would welcome receiving copies of their work. On the other hand, those wishing additional copies of this report should write the Indian Education Resources Center, the address of which is on the front of the report.

Eugene Leitka, Ed. D.
Education Specialist, Research and Evaluation

Thomas R. Hopkins, Ed. D.
Chief, Division of Evaluation and Program Review

FOREWORD

The Division of Student Services and its Branch of Higher Education are faced with the responsibility to administer appropriations for scholarship use. This administration cannot and must not be arbitrary; it must stay within the confines of the intent of the Congress that appropriates the funds; it must respect and respond to the desires and concerns of the tribal organizations and other representatives of the American Indian people; it must be accountable for the legal restrictions of Federal actions; and, above all, it must be responsive to the needs of the recipients of the scholarship aid: The American Indian and Alaskan Native Students.

This report is the first in a series of releases to be made on a major evaluation of the Bureau of Indian Affairs Higher Education Program. Appropriately, it is concerned with the responses received from almost three thousand American Indian and Alaskan Native Students who are now recipients of financial assistance from this program. The concerns and suggestion of these students will play a major role in further use of appropriations for higher education assistance. We are pleased to be able to support this first effort and to continue to work with the Bureau's Division of Evaluation and Program Review in the formulation and coordination of a total Higher Education evaluation.

Leroy Falling, Chief
Branch of Higher Education

Robert E. Hall, Chief
Division of Student Services

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SUMMARY OF FINDINGS

The Office of Evaluation and Program Review of Bureau of Indian Affairs is quite pleased with the response from the students who were a part of the sample population in the assessment of the BIA's higher education program for Indian people. The response, 2,736, accounted for about 21% of the approximately 13,000 students participating in the program.

This summary will attempt to point out the high points in the study in an effort to provide a general overview of the study.

The majority of the students (77%) responding were found to be in the 18-25 years old age group while 26% reported that they were 26 years and older. Sixty-nine percent of the respondents indicated that their first language was English while 26% said that Indian language was their first language.

The educational level of the parents was found to be low, comparatively speaking, but the students, 77%, indicated that their parents were the prime motivation for their being in college.

A large percentage (84%) said they attended high school other than BIA operated high school while the remaining 16% indicated attendance at a BIA school. Eighty-one percent of the respondents entered college during the period between 1969 and 1972 and 92% of them indicated experiencing no difficulties in gaining admission to the college of their choice.

Findings show that a large percentage of the students selected institutions with large numbers of Indian students present on the campus. The respondents' classification in college showed that 40% indicated to be freshmen, 26% sophomore, 16% juniors, and 13% seniors.

In keeping with the present trend among university and college students in the change from the dormitory living to living off campus is also noticeable among Indian students. Sixty-percent of the respondents said they were living off campus.

COUNSELING SERVICES

Sixty-nine percent said their college offered special counseling services for Indian students and 65% indicated they took advantage of these services. Another interesting finding was that of a desire on the part of the students to have the home office personnel pay a visit to the colleges to interact with the students. Approximately 81% felt that this activity should be practiced more than it is presently.

PROBLEMS IN COLLEGE

A 67% response to the question of what was the biggest problem they experienced in college was that of inadequate preparation for college while in high school that resulted in poor study habits and lack of motivation to study.

GRAPHS

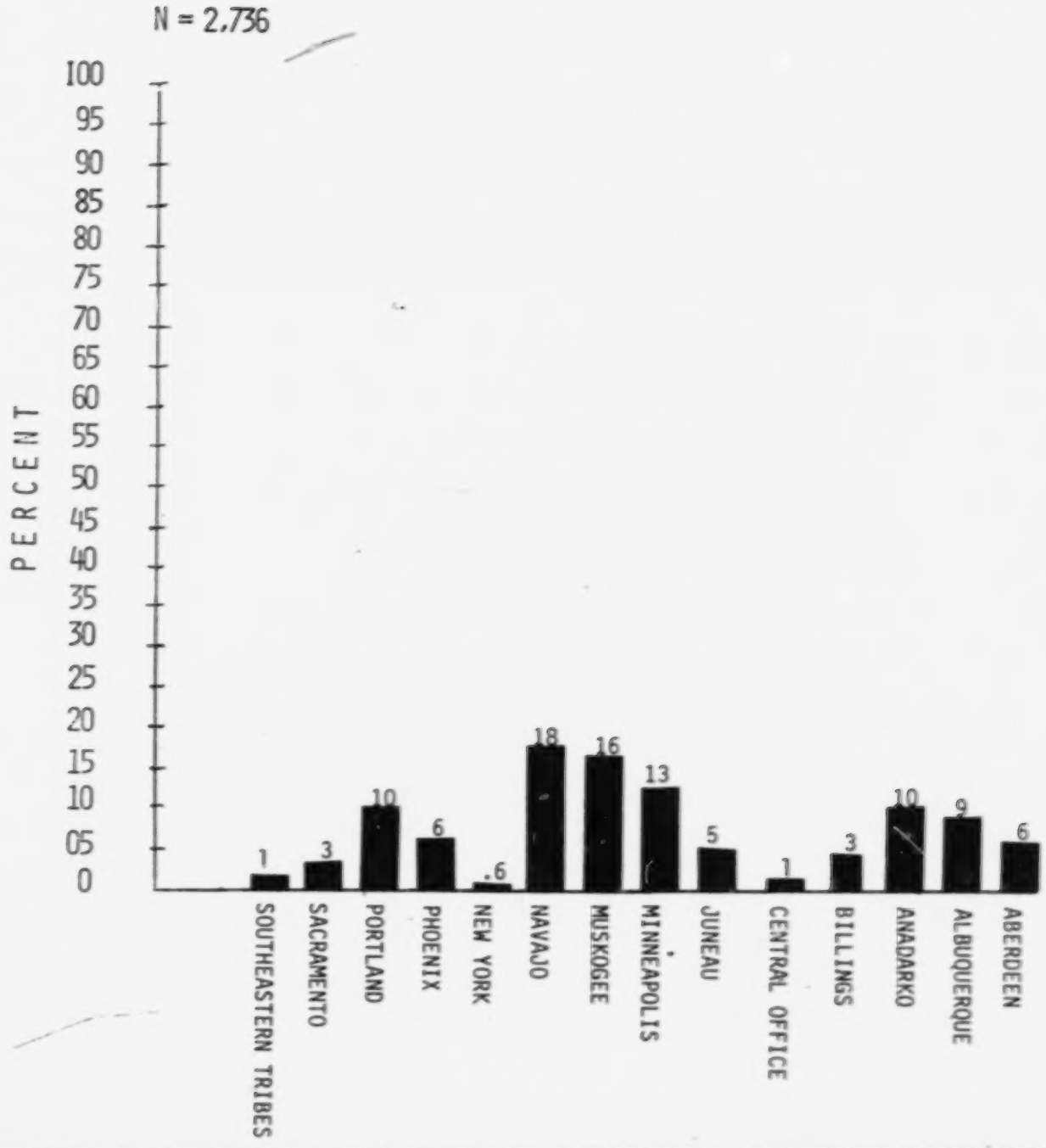
The information depicted by the graphs have been simplified and are self-explanatory. N equals the number of Indian students that responded

to the questionnaire and the percentage of those that responded to the items on the questionnaire is given in intervals of 5's beginning with 0 through 100, as shown on the left side of each of the graphs.

BIA HIGHER EDUCATION EVALUATION

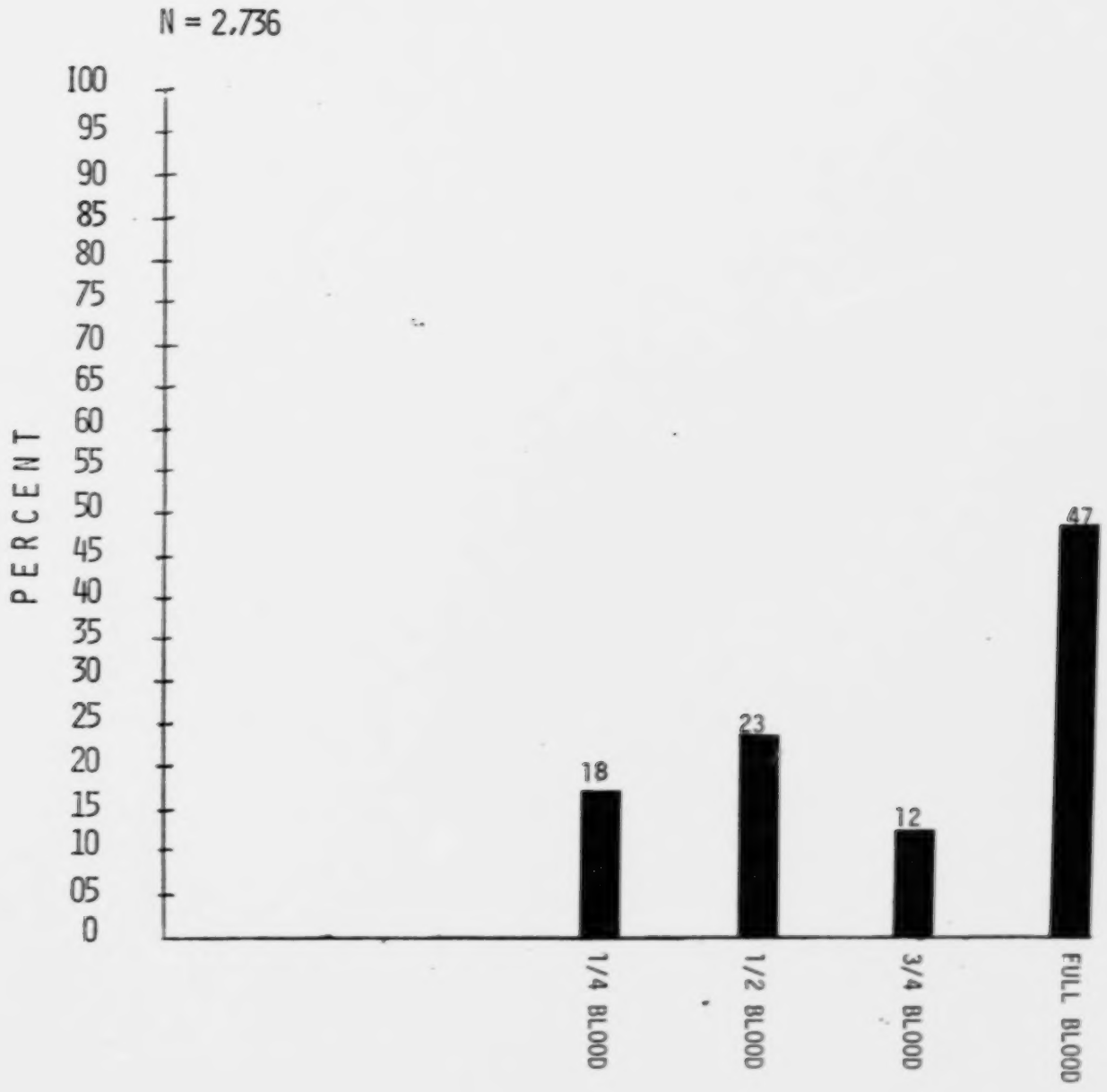
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 1: BIA REGIONAL OFFICE
PARTICIPATION IN HIGHER EDUCATION QUESTIONNAIRE



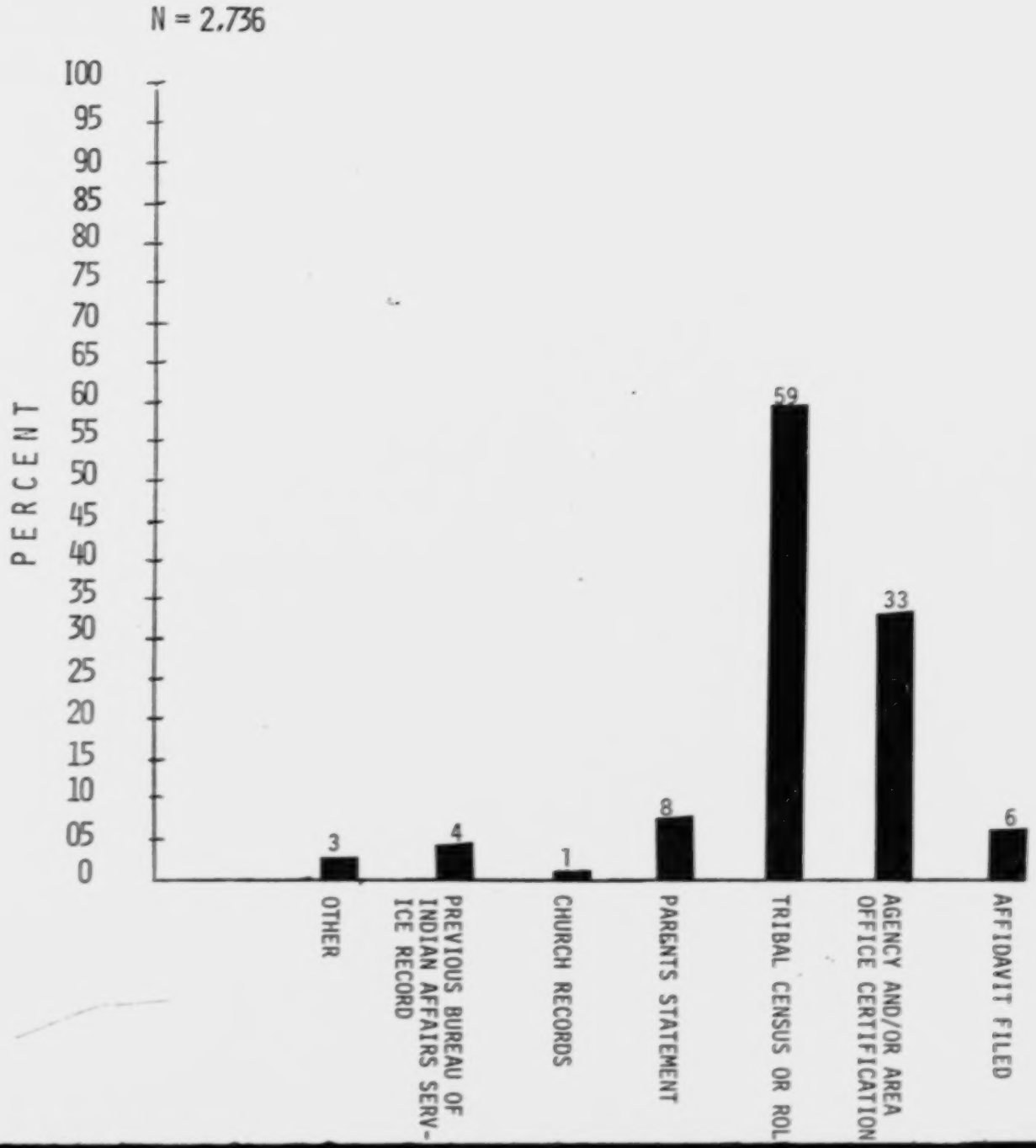
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 2: INDIAN BLOOD QUANTUM



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 3: METHOD OF PROVING BLOOD QUANTUM



BIA HIGHER EDUCATION EVALUATION
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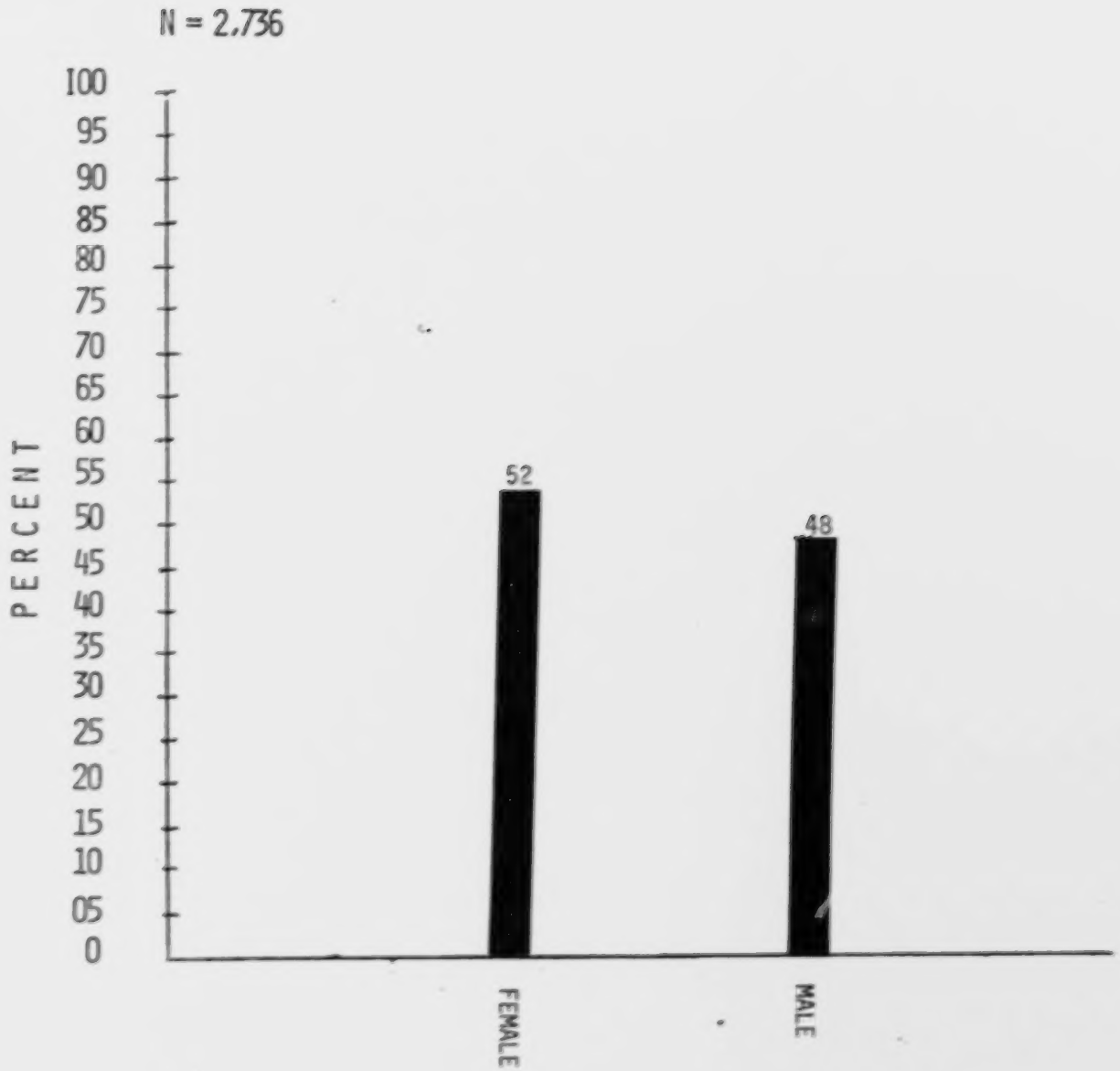
GRAPH 4: DISTRIBUTION BY SEX



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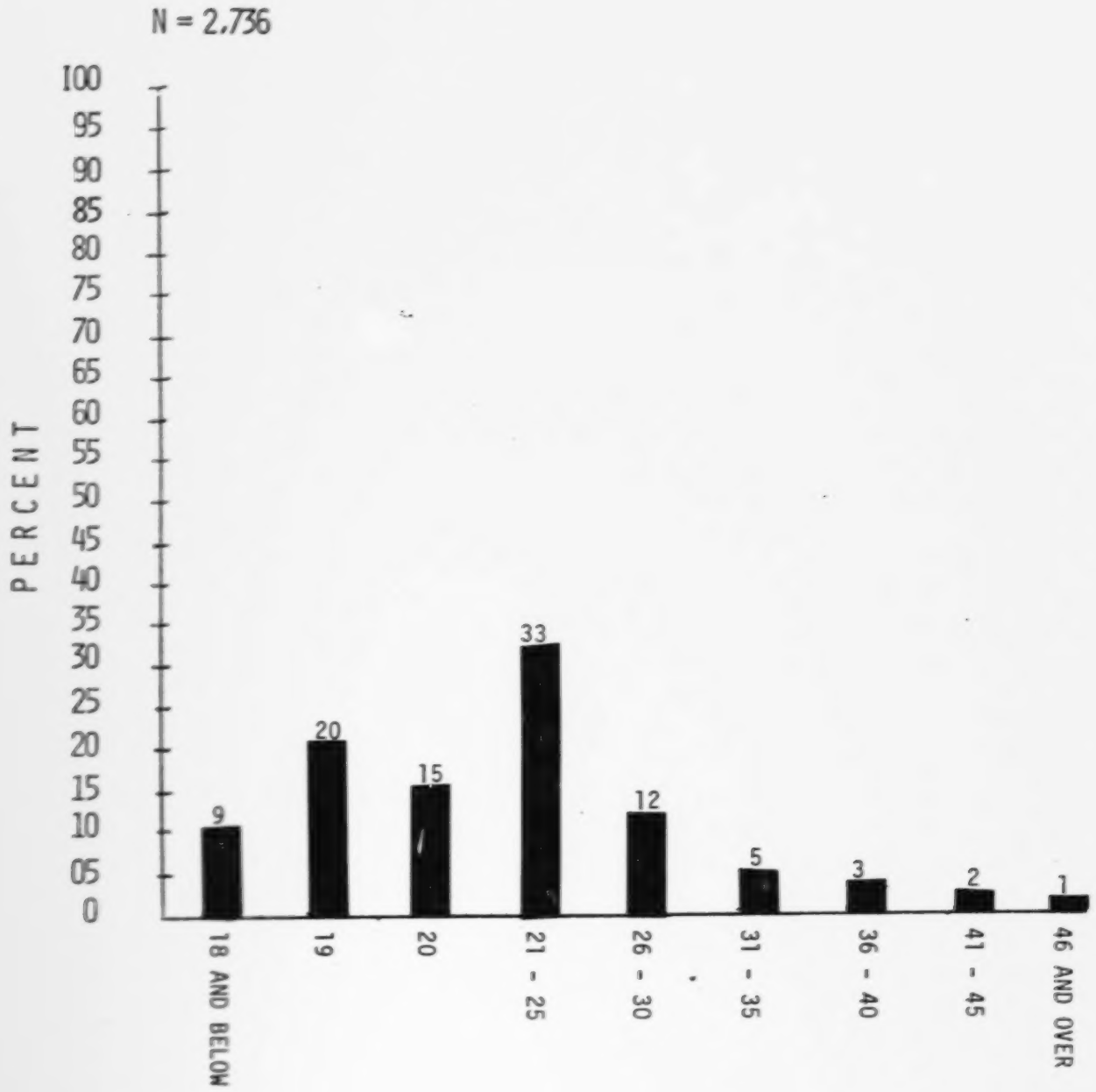
GRAPH 5: AGE OF STUDENTS



BIA HIGHER EDUCATION EVALUATION
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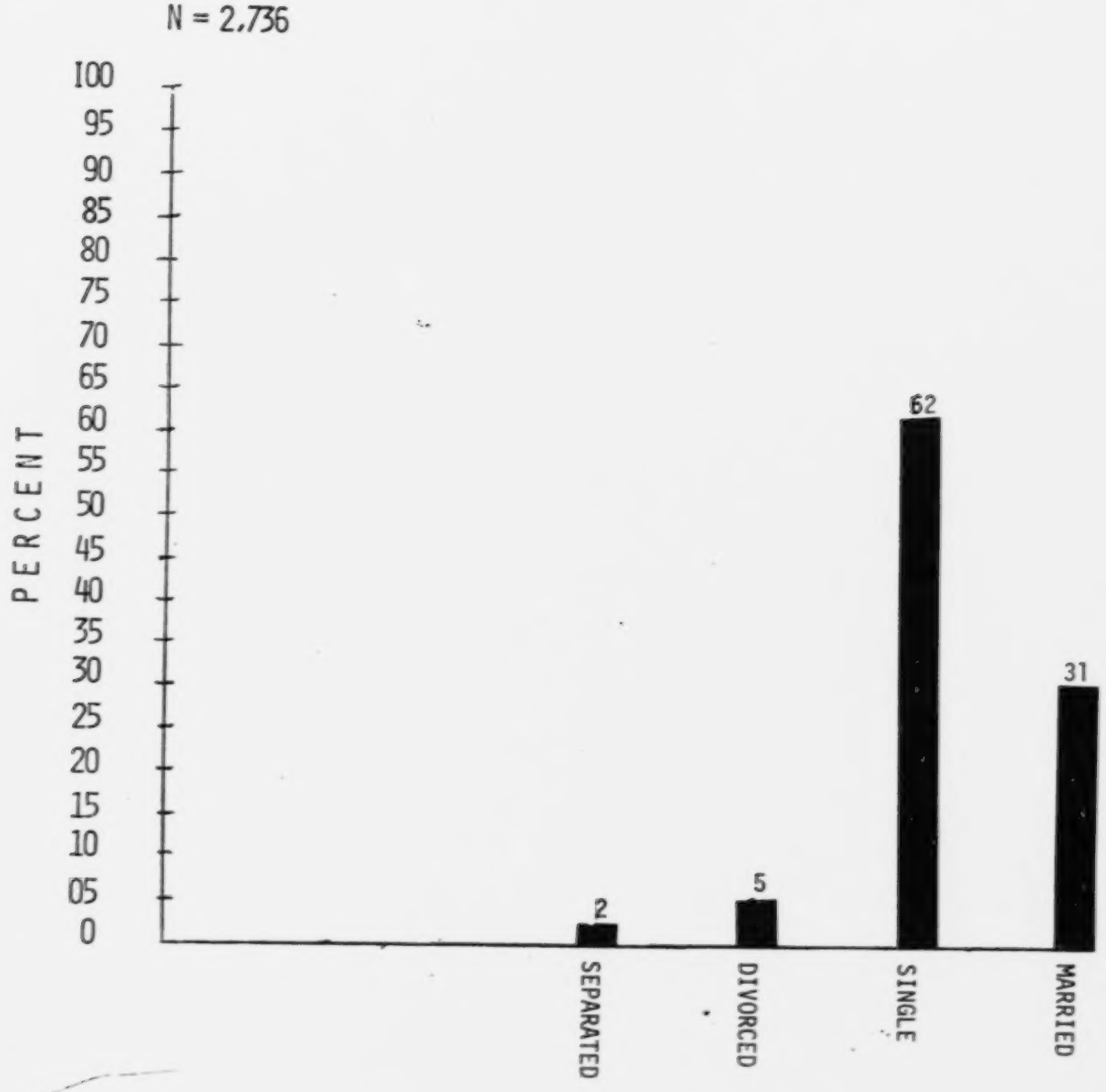
GRAPH 6: MARITAL STATUS



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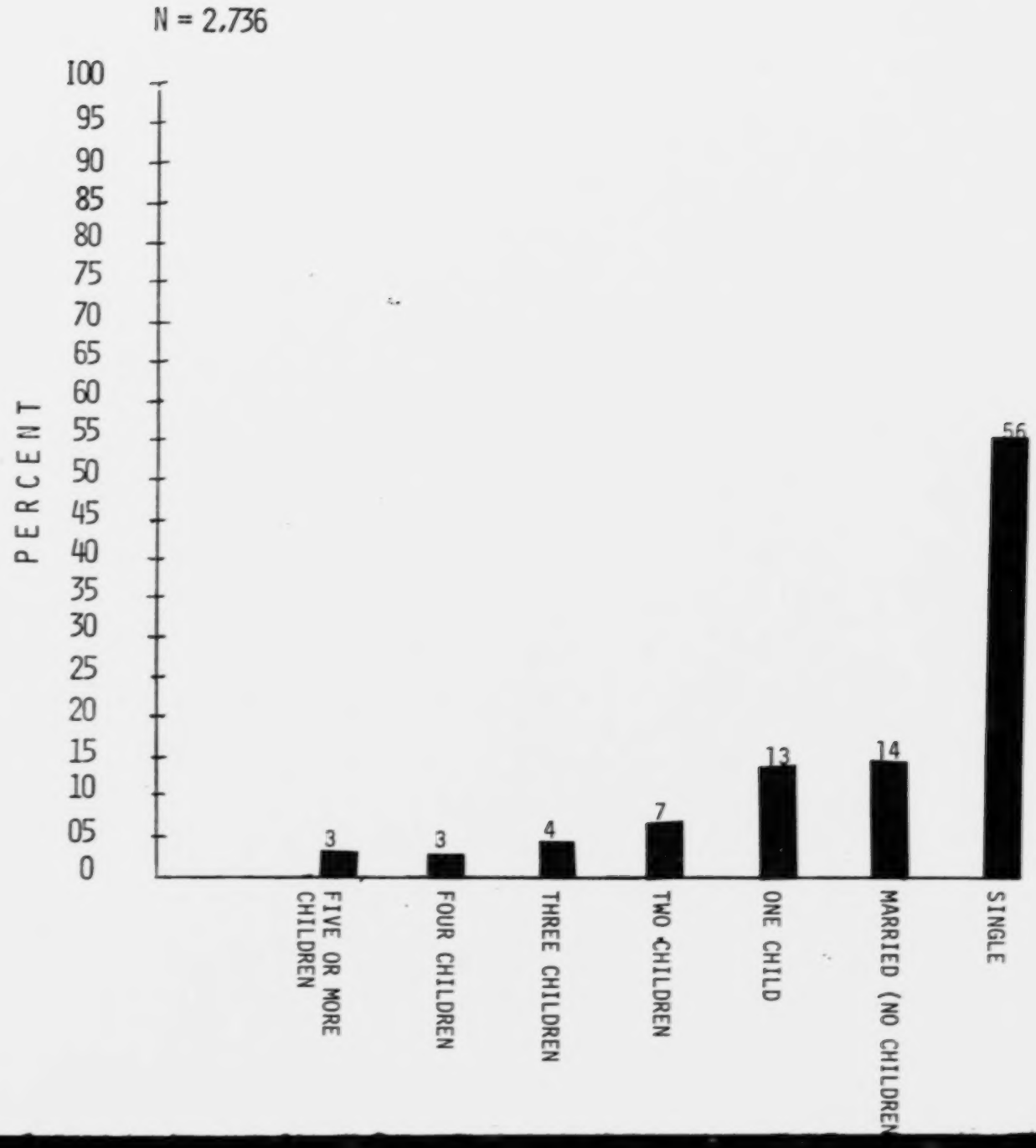
GRAPH 7: NUMBER OF CHILDREN OF STUDENTS



BIA HIGHER EDUCATION EVALUATION
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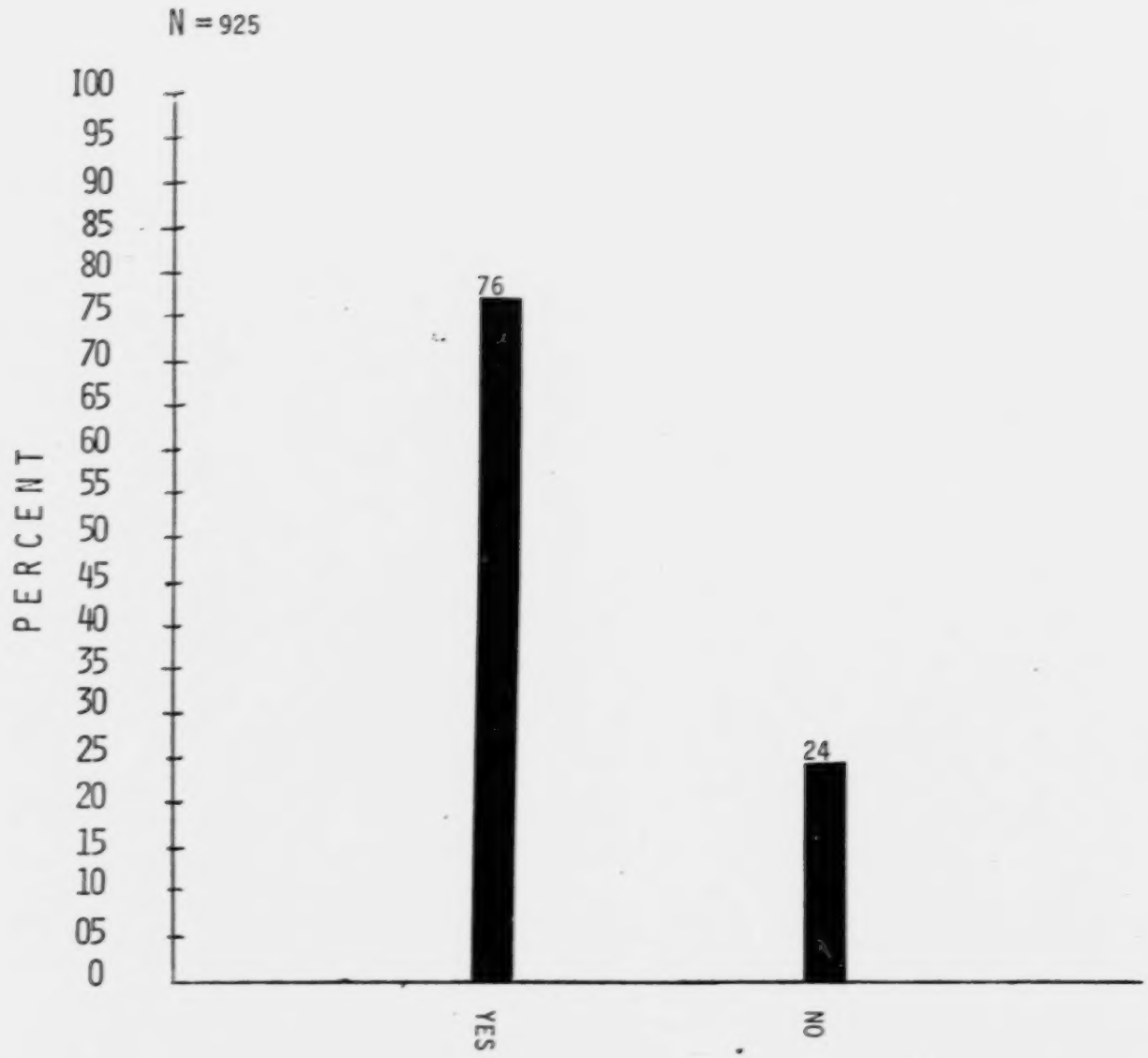
GRAPH 8: PERCENTAGE OF CHILDREN LIVING WITH PARENTS



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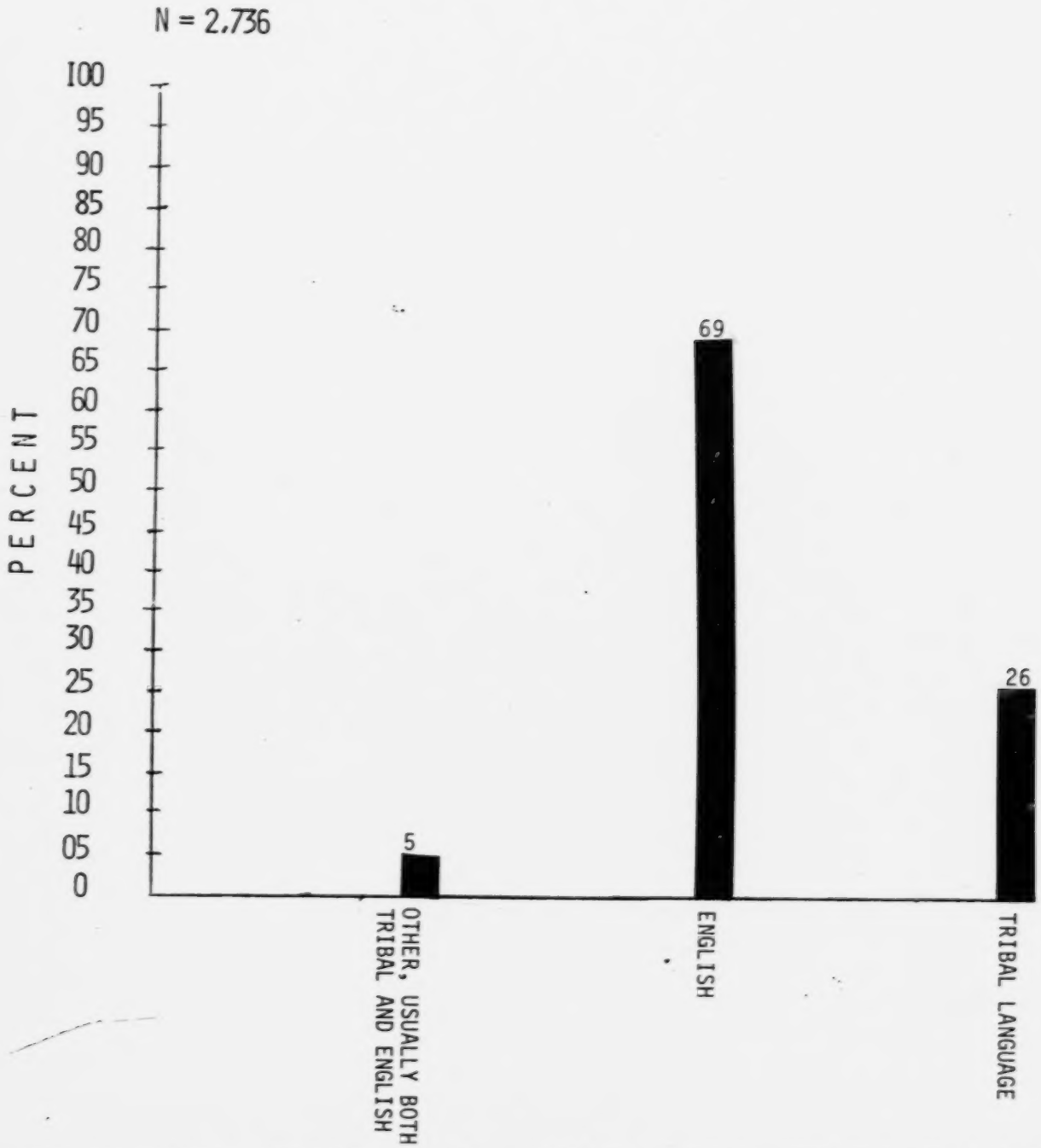
GRAPH 9: FIRST LANGUAGE OF STUDENTS



BIA HIGHER EDUCATION EVALUATION
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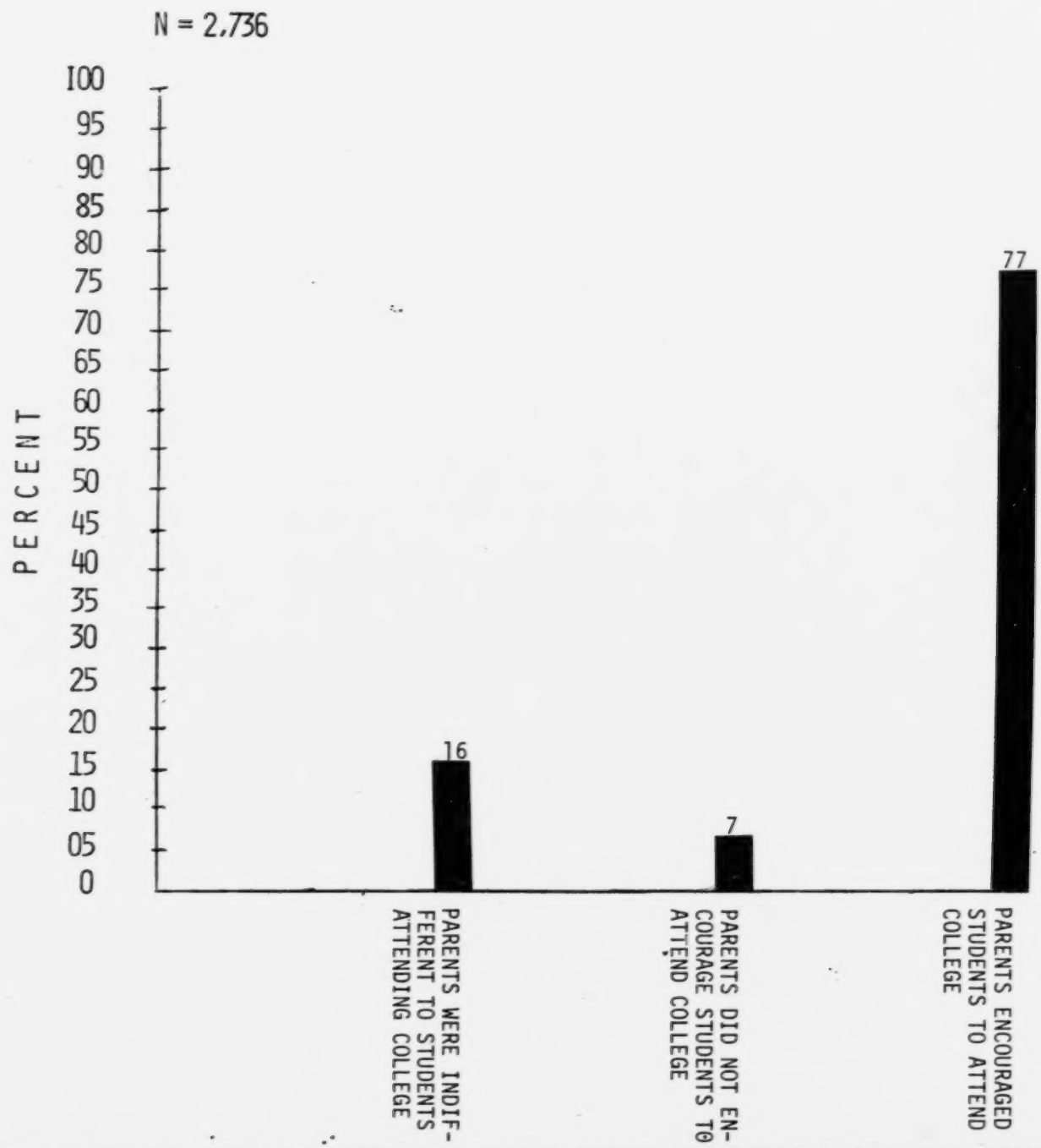
GRAPH 10: PARENTAL ENCOURAGEMENT TO ATTEND COLLEGE



BIA HIGHER EDUCATION EVALUATION
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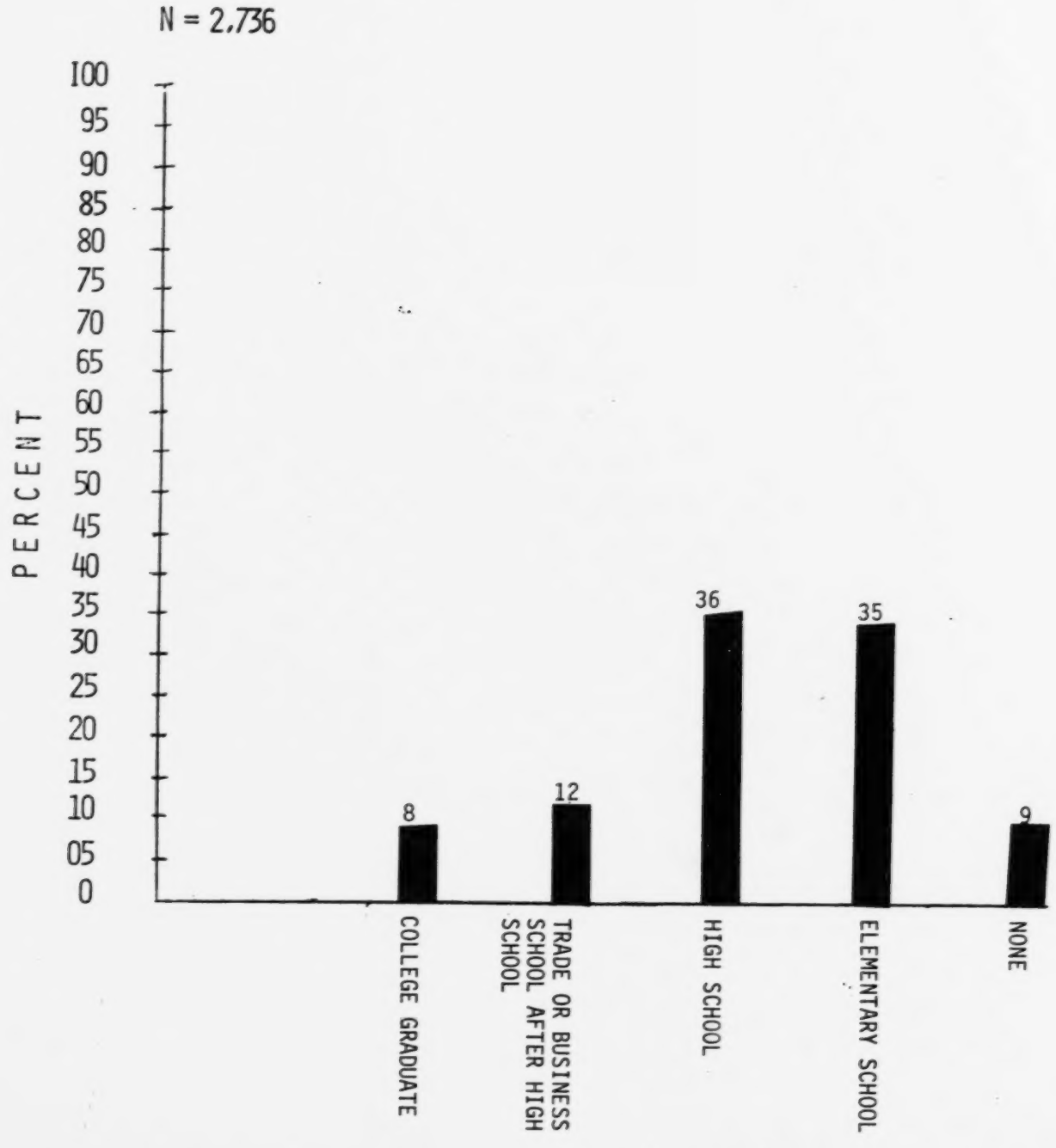
GRAPH 11: FORMAL EDUCATION OF FATHERS OF STUDENTS



BIA HIGHER EDUCATION EVALUATION
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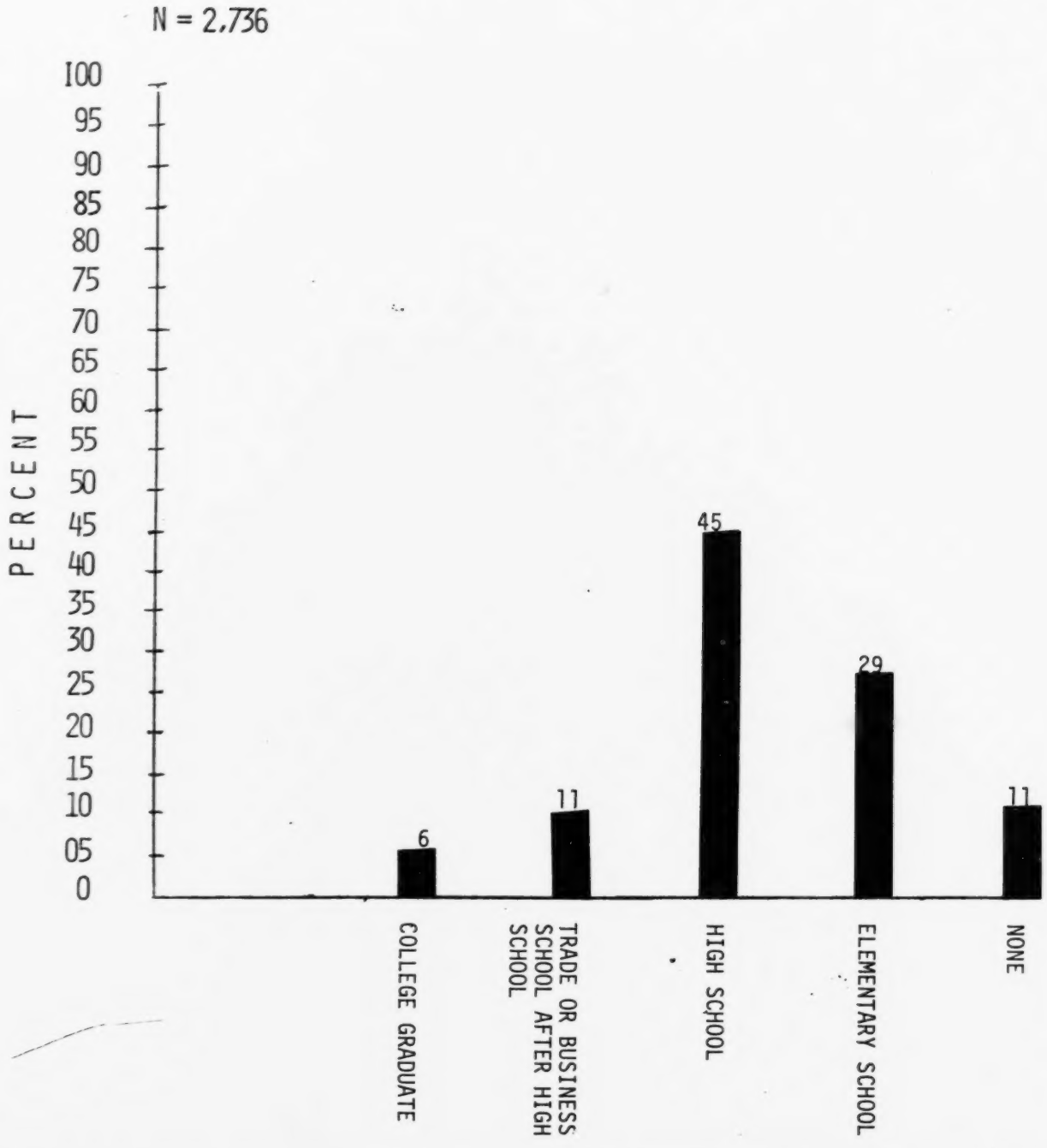
GRAPH 12: FORMAL EDUCATION OF MOTHERS OF STUDENTS



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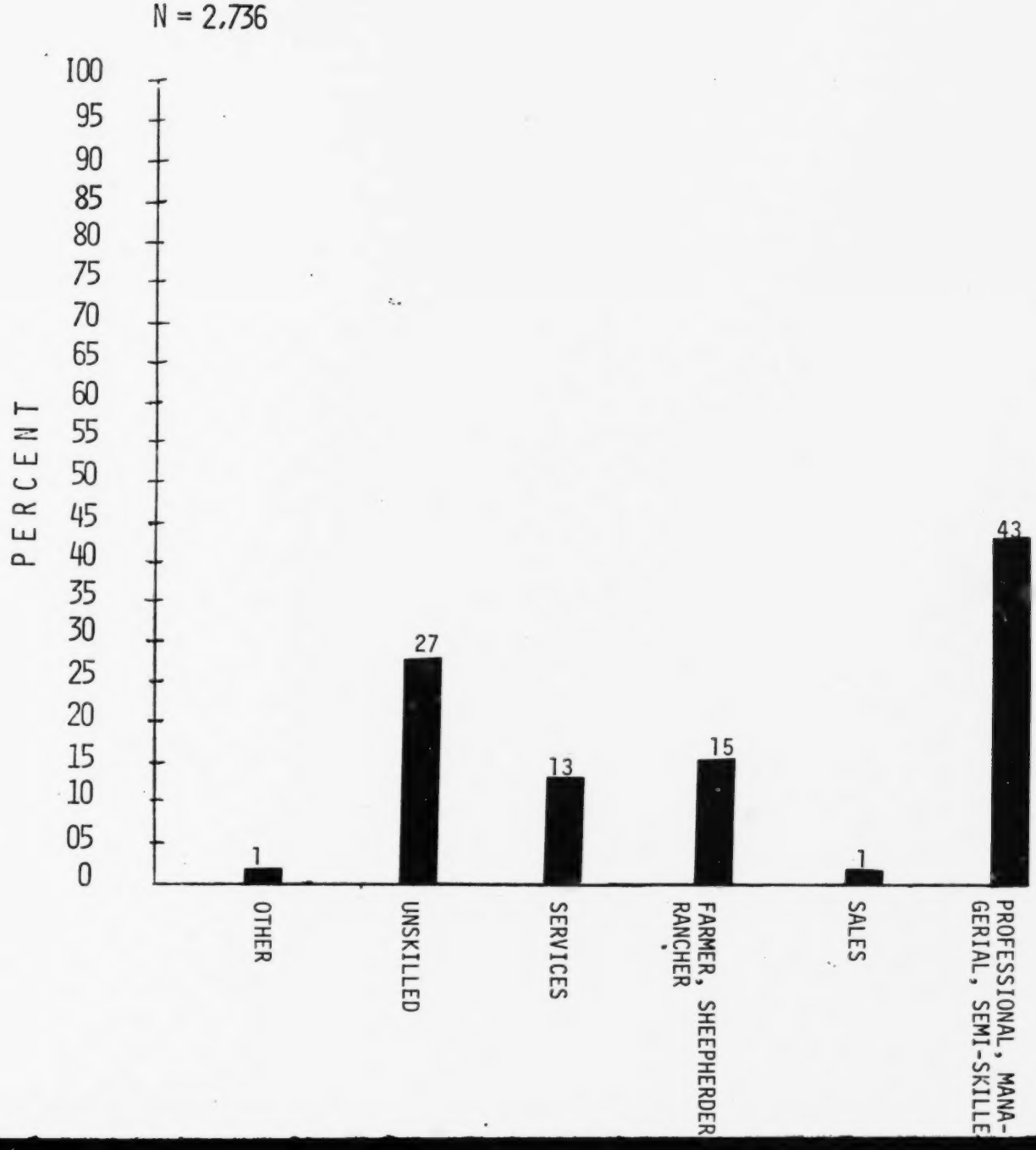
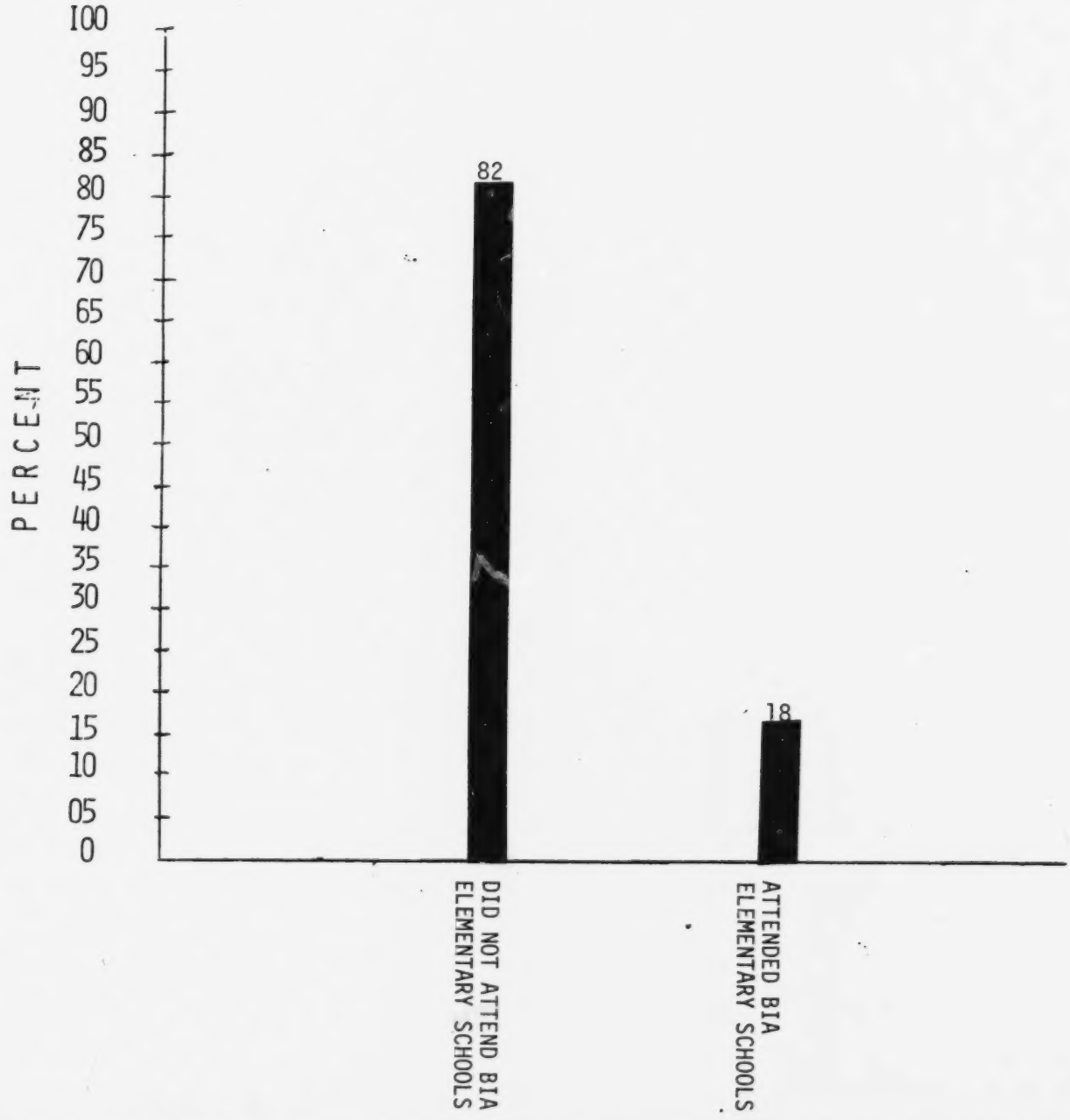
GRAPH 13: FATHERS OCCUPATION



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

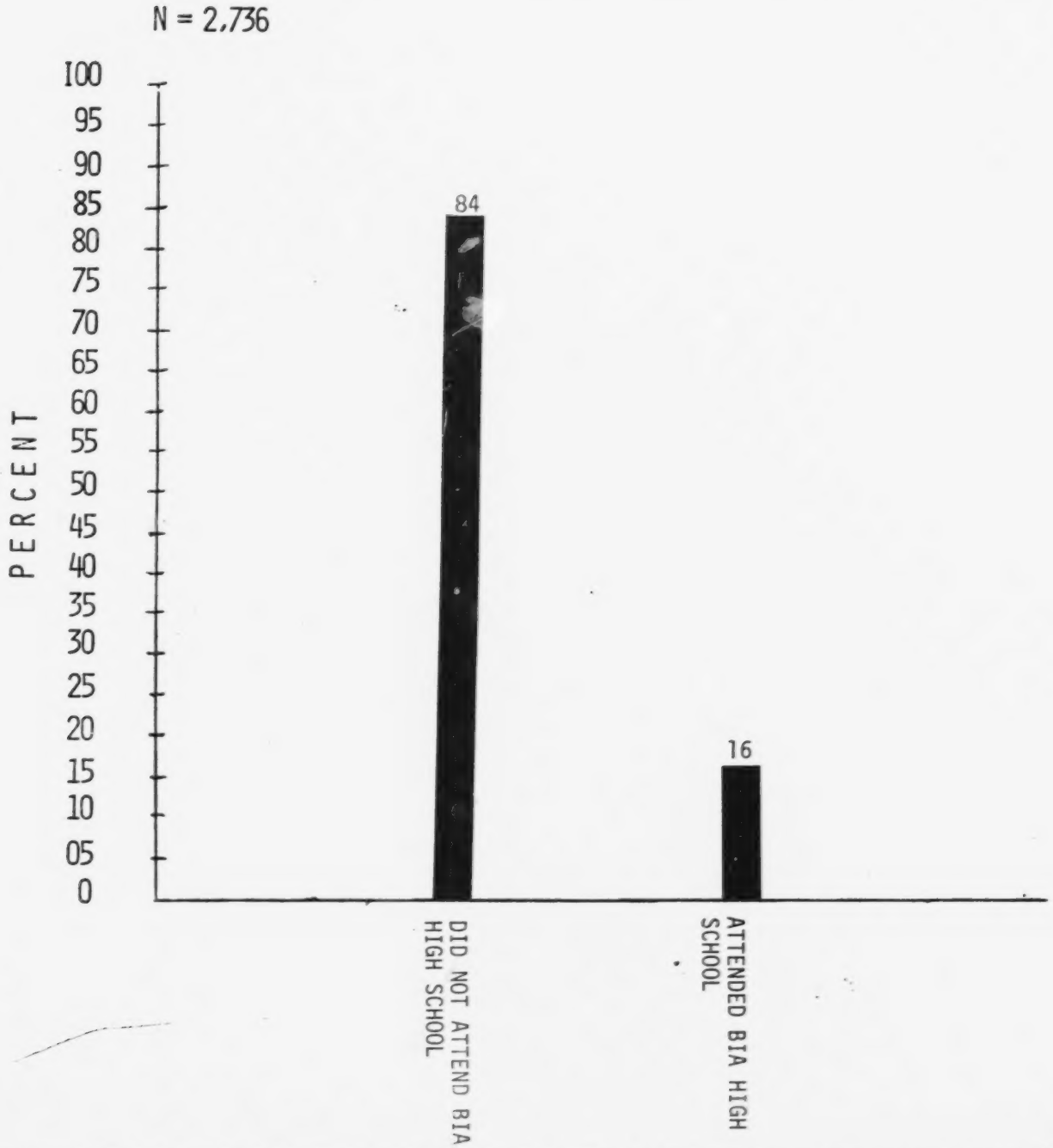
GRAPH 14: PERCENTAGE OF STUDENTS WHO ATTENDED BIA ELEMENTARY SCHOOLS

N = 2,736



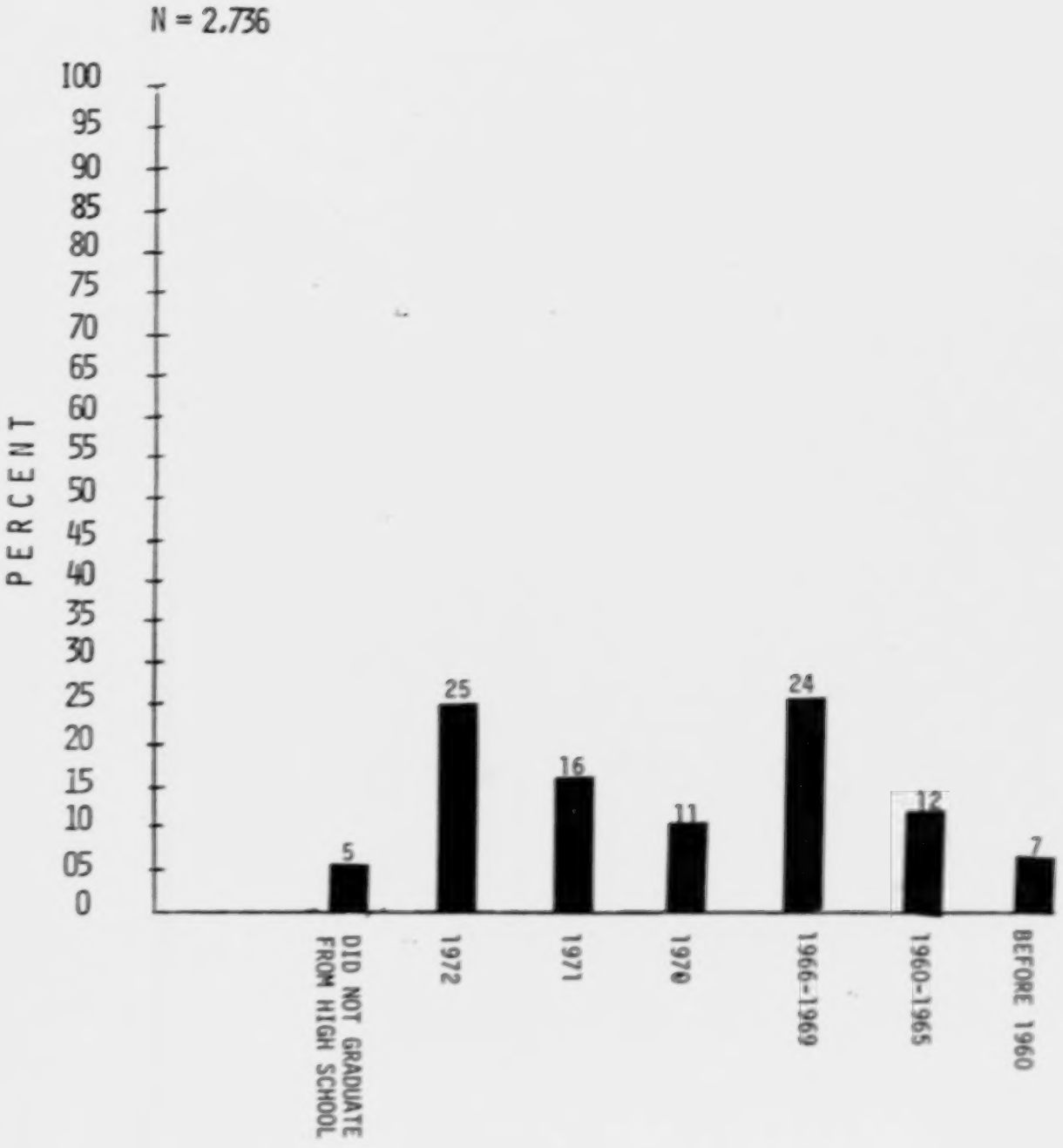
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 15: PERCENTAGE OF STUDENTS WHO ATTENDED BIA HIGH SCHOOLS



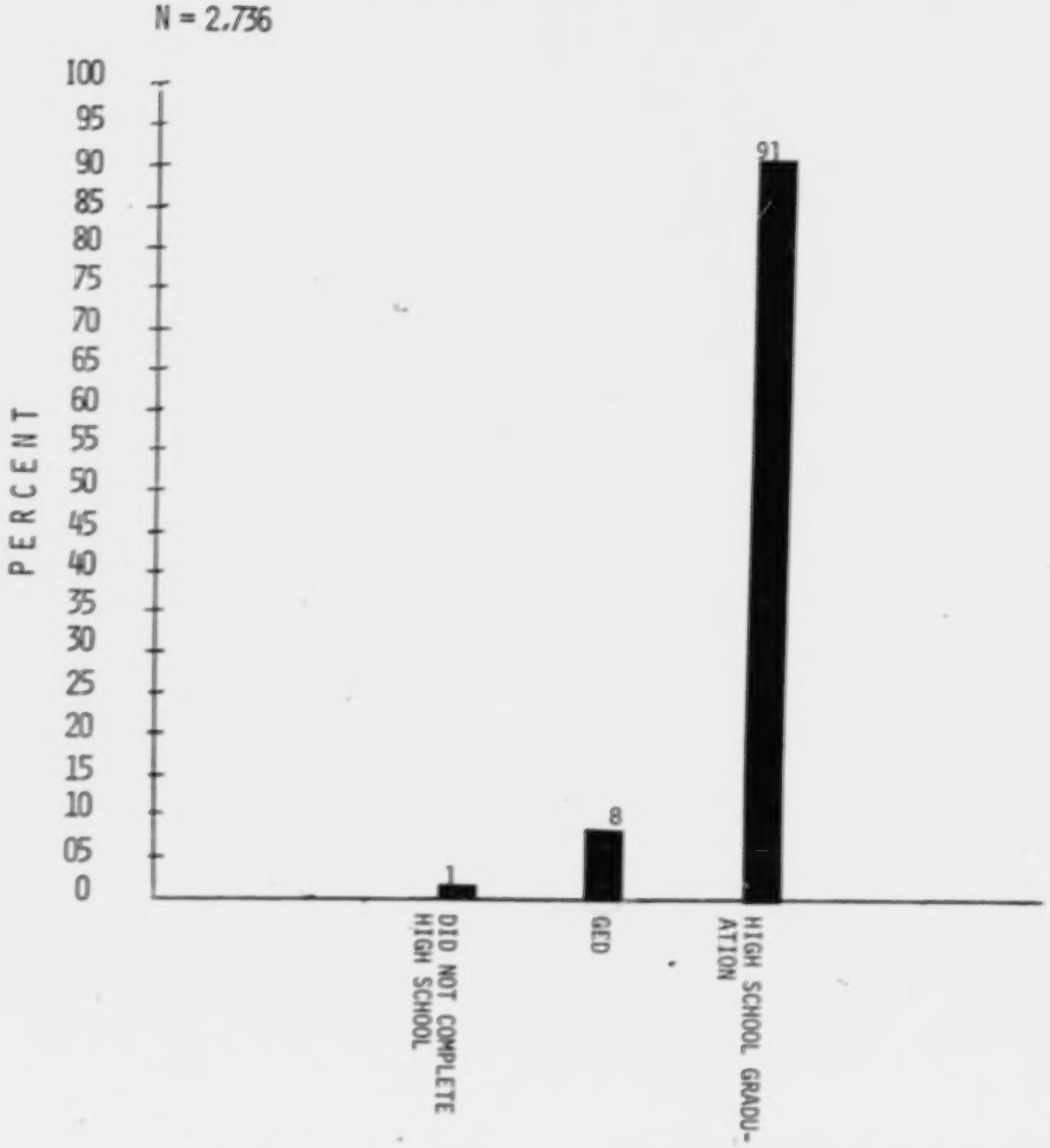
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 16: TIME OF HIGH SCHOOL GRADUATION



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 17: METHOD OF HIGH SCHOOL COMPLETION



BIA HIGHER EDUCATION EVALUATION
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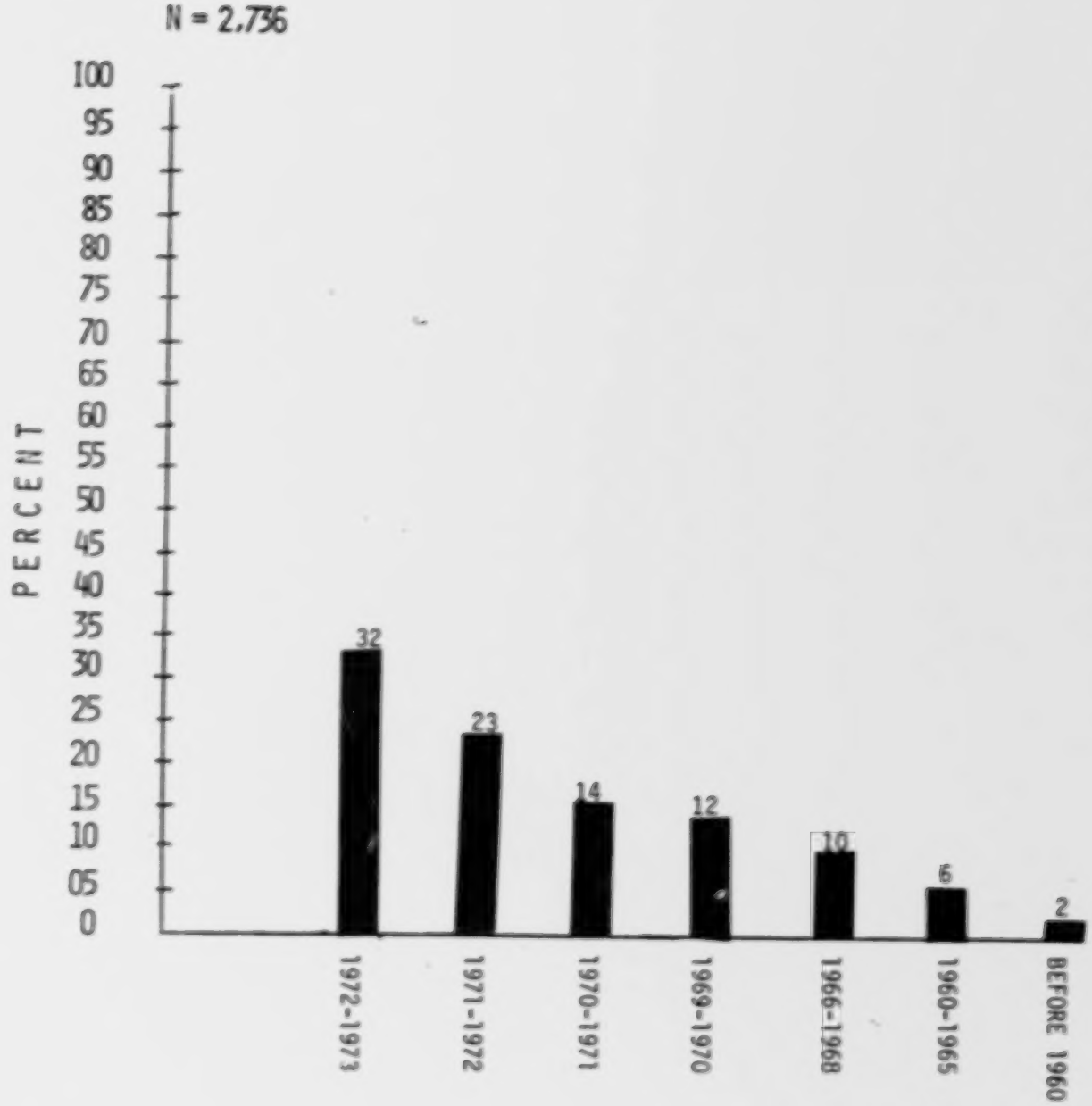
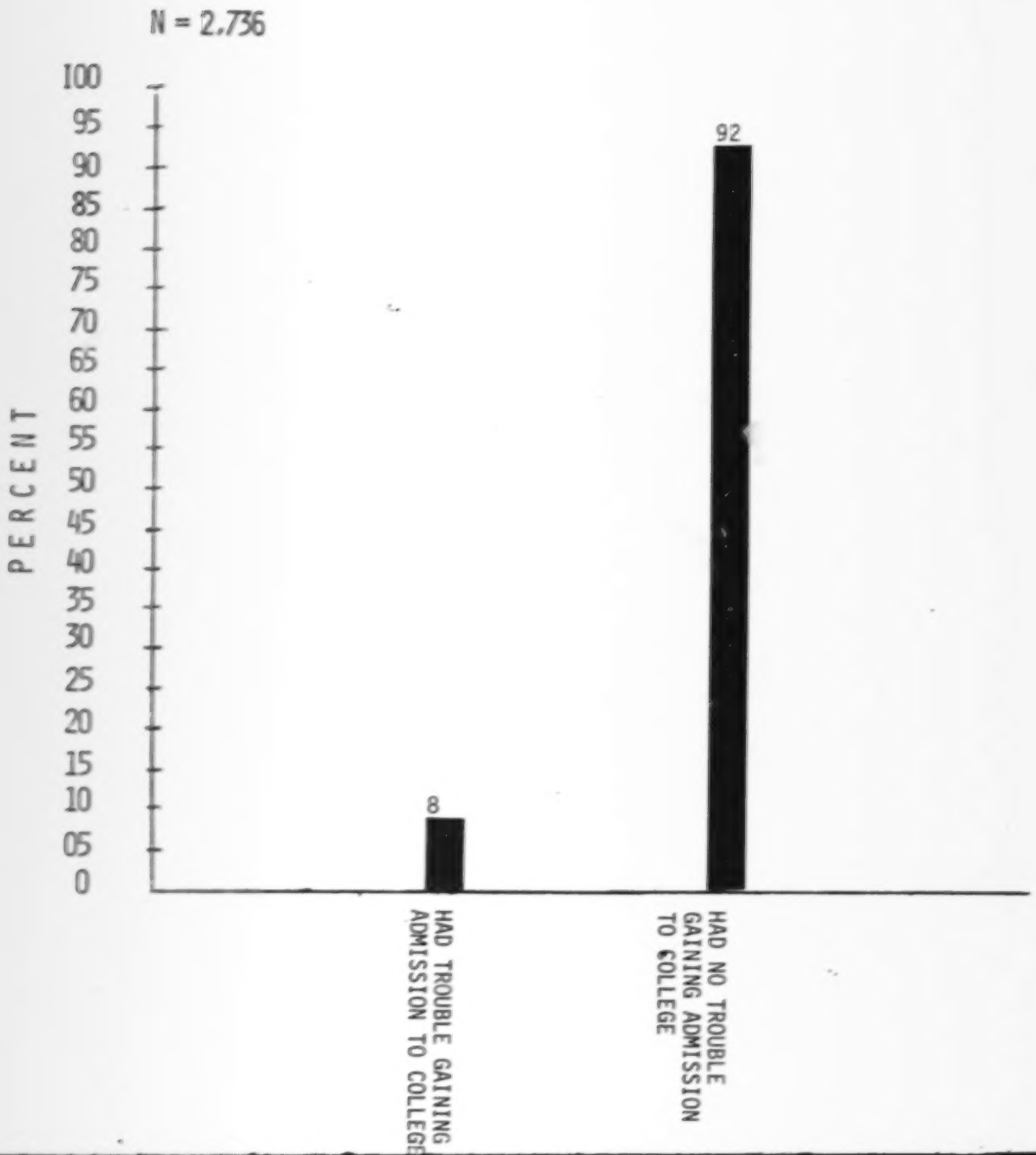
GRAPH 18: COLLEGE ENTRY DATE



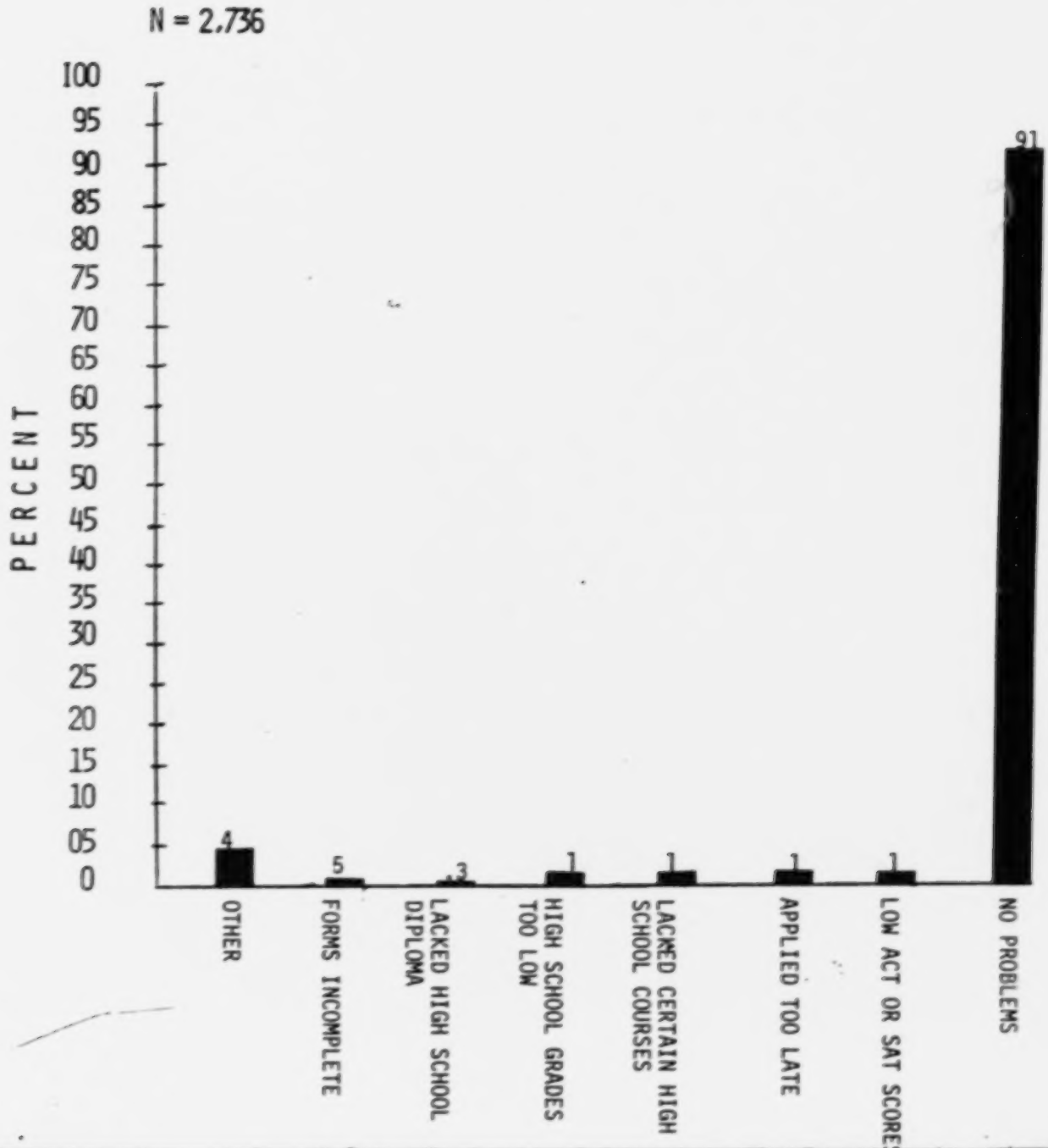
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 19: COLLEGE ADMISSION PROBLEM



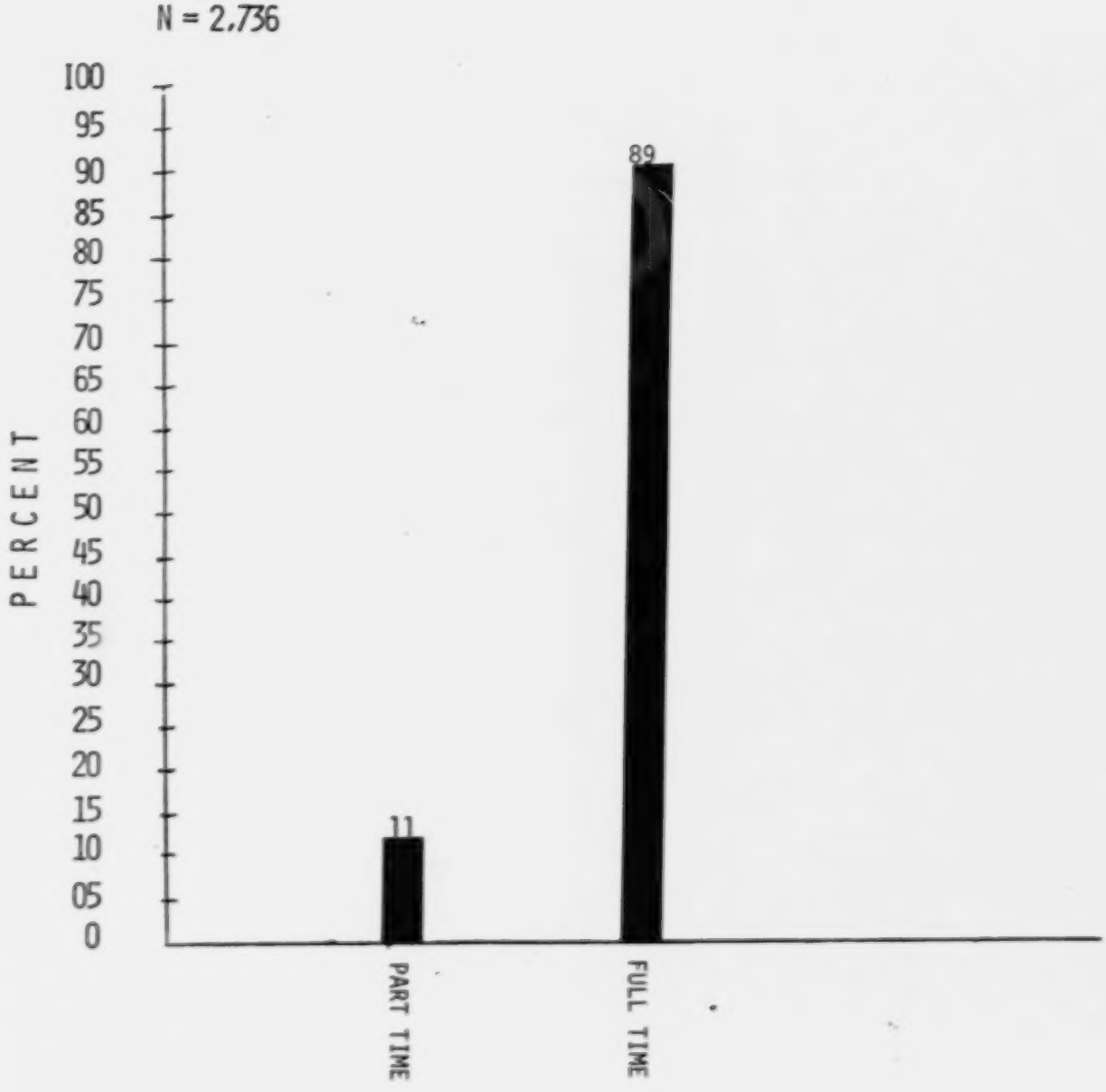
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 20: TYPES OF ADMISSION PROBLEMS



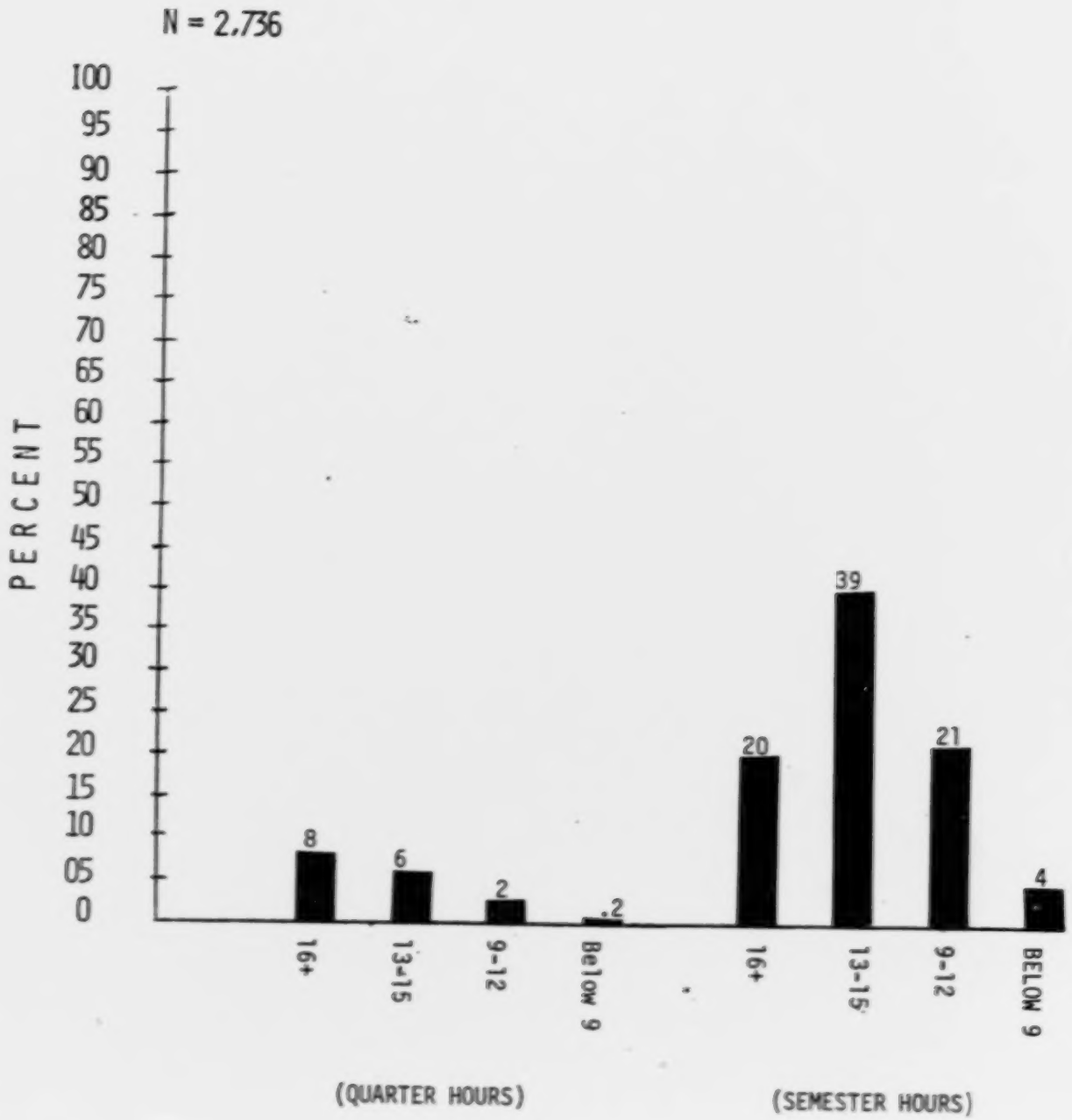
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 21: FULL OR PART-TIME STUDENT



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 22: CLASS LOAD



BIA HIGHER EDUCATION EVALUATION
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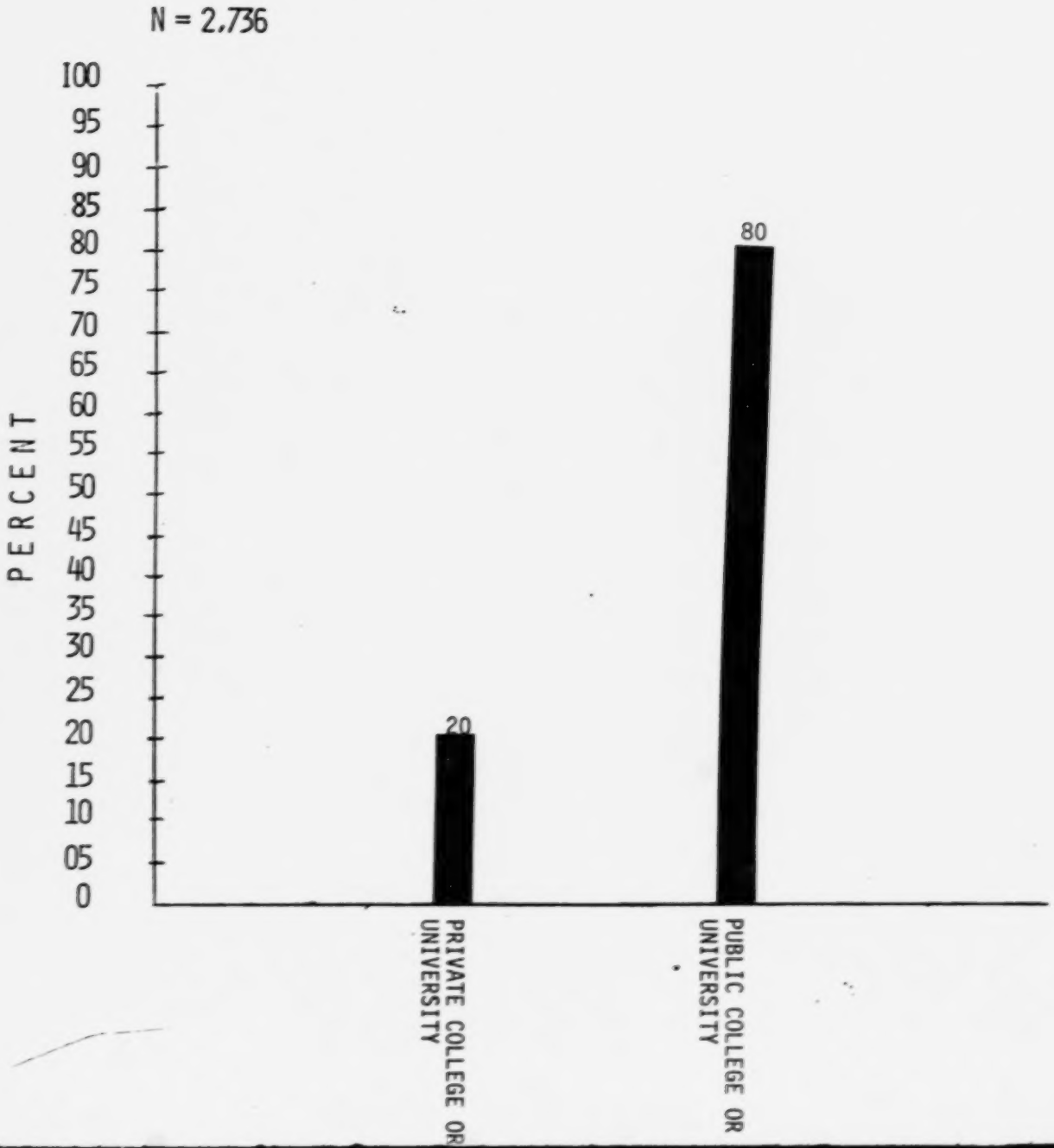
GRAPH 23: ATTENDANCE OF PUBLIC OR PRIVATE INSTITUTION



BIA HIGHER EDUCATION EVALUATION
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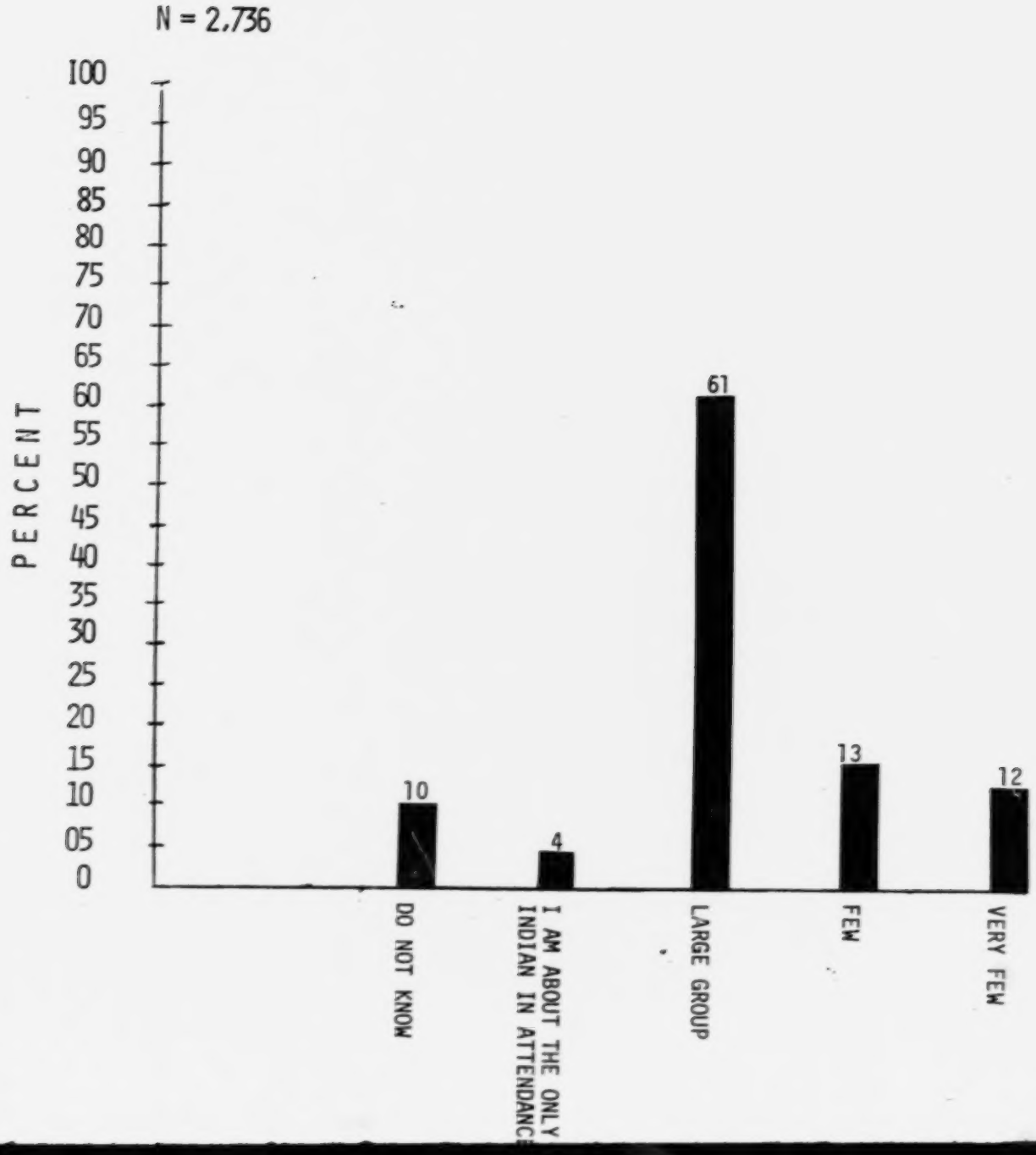
GRAPH 24: OTHER INDIANS ATTENDING THEIR SCHOOL



BIA HIGHER EDUCATION EVALUATION
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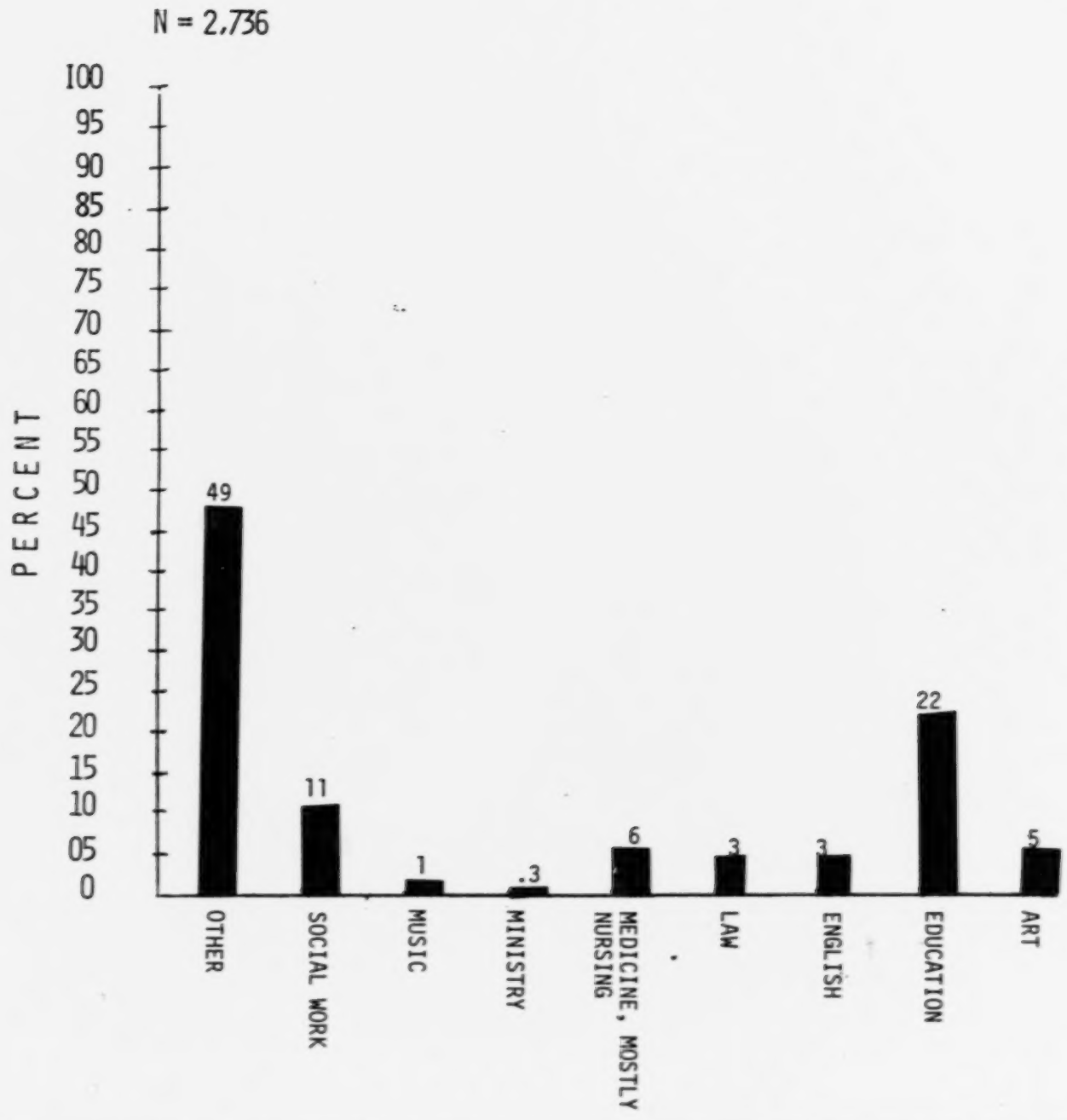
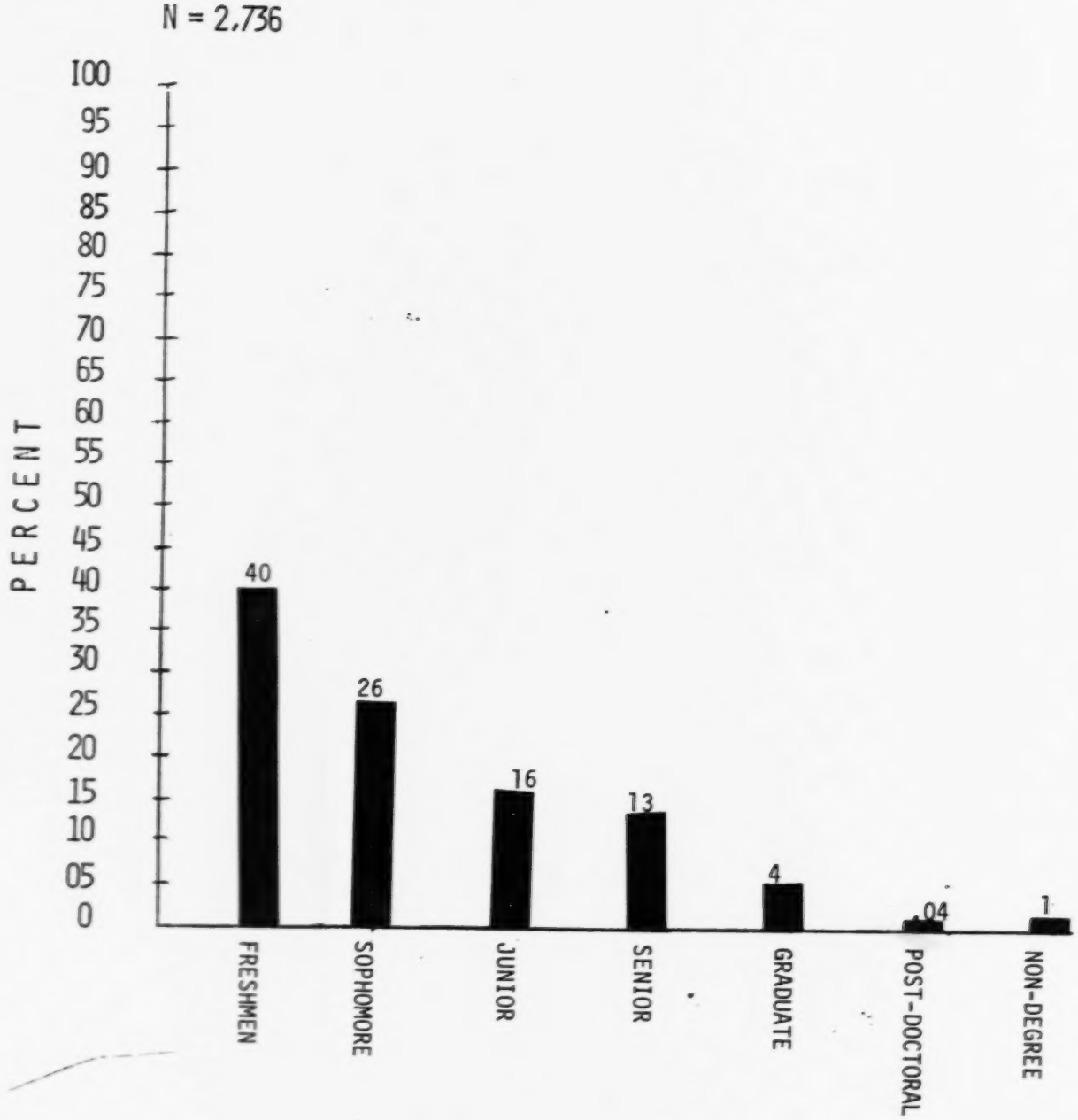
GRAPH 25: COLLEGE MAJOR



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 26: CLASSIFICATION OF STUDENTS



BIA HIGHER EDUCATION EVALUATION
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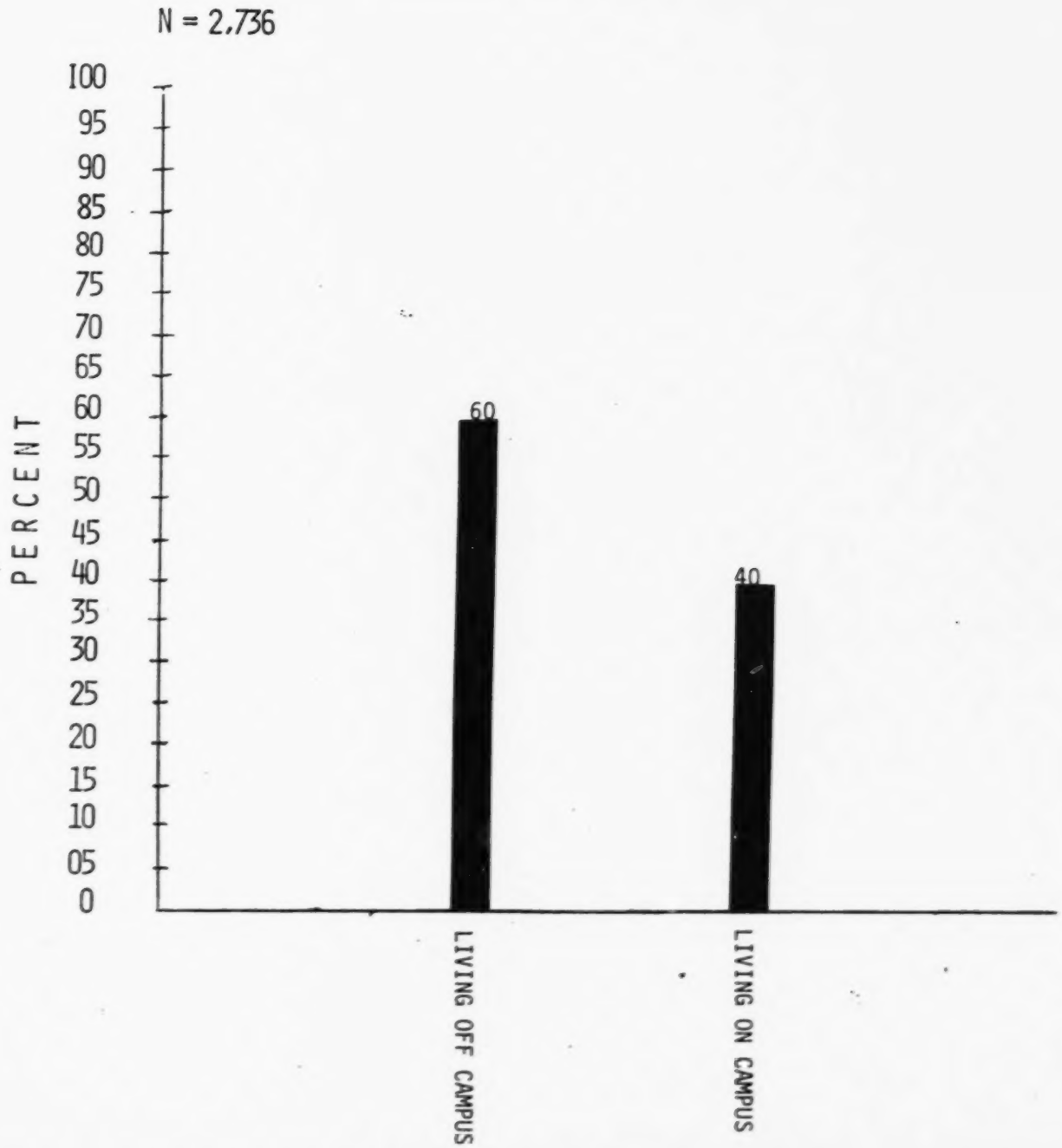
GRAPH 27: WHERE STUDENTS LIVE



BIA HIGHER EDUCATION EVALUATION
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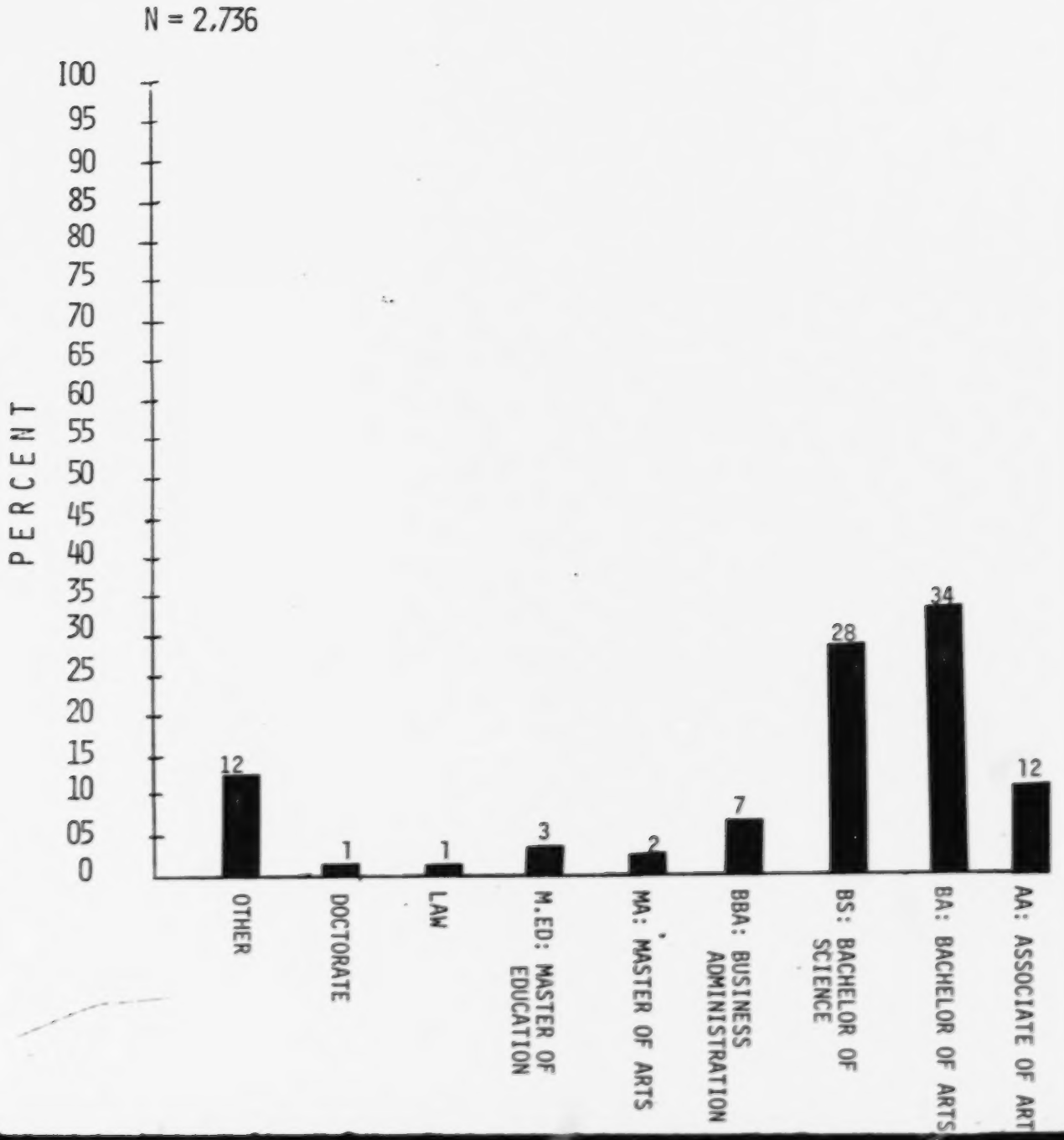
GRAPH 28: ACADEMIC DEGREES BEING WORKED TOWARD



BIA HIGHER EDUCATION EVALUATION
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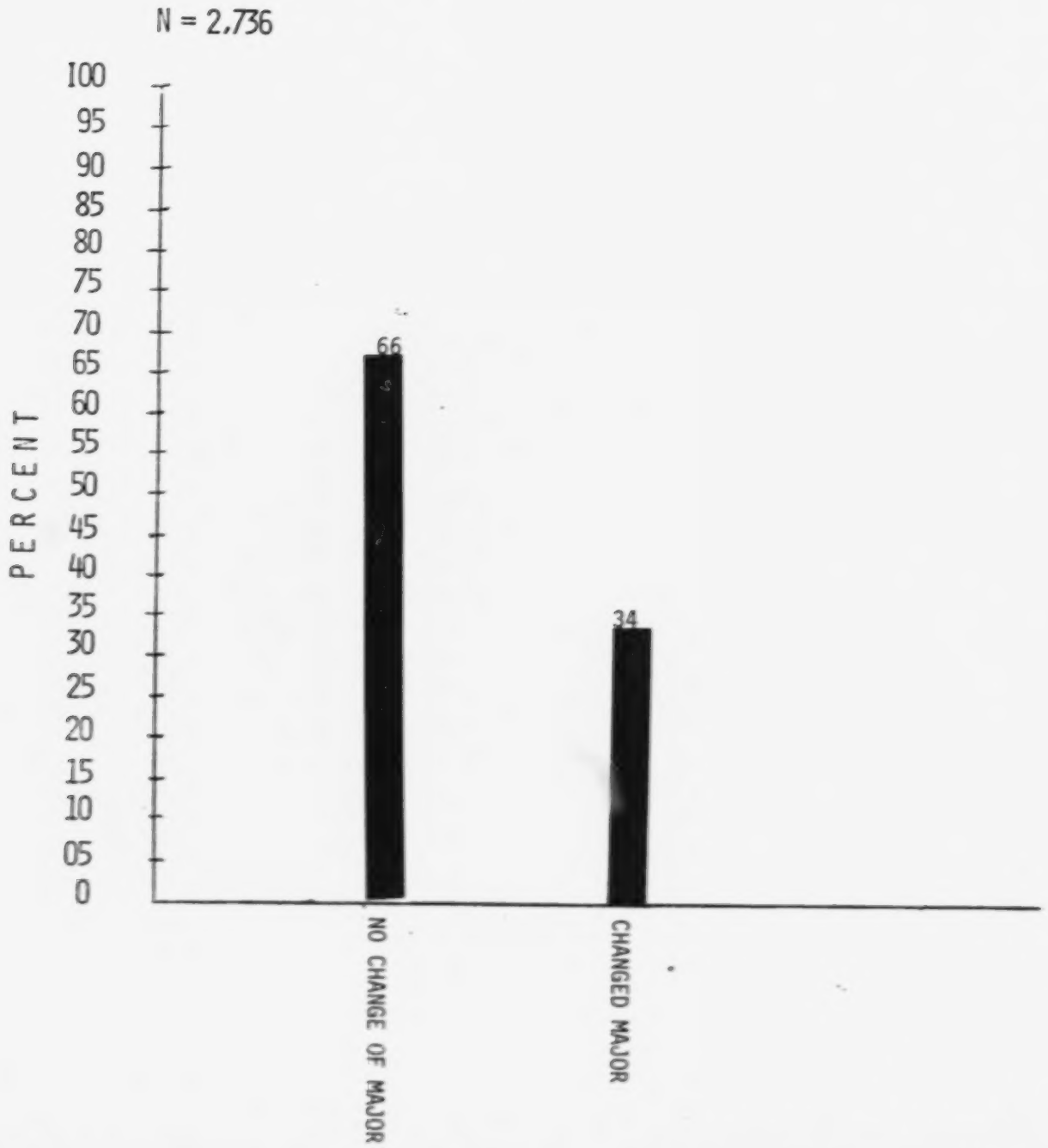
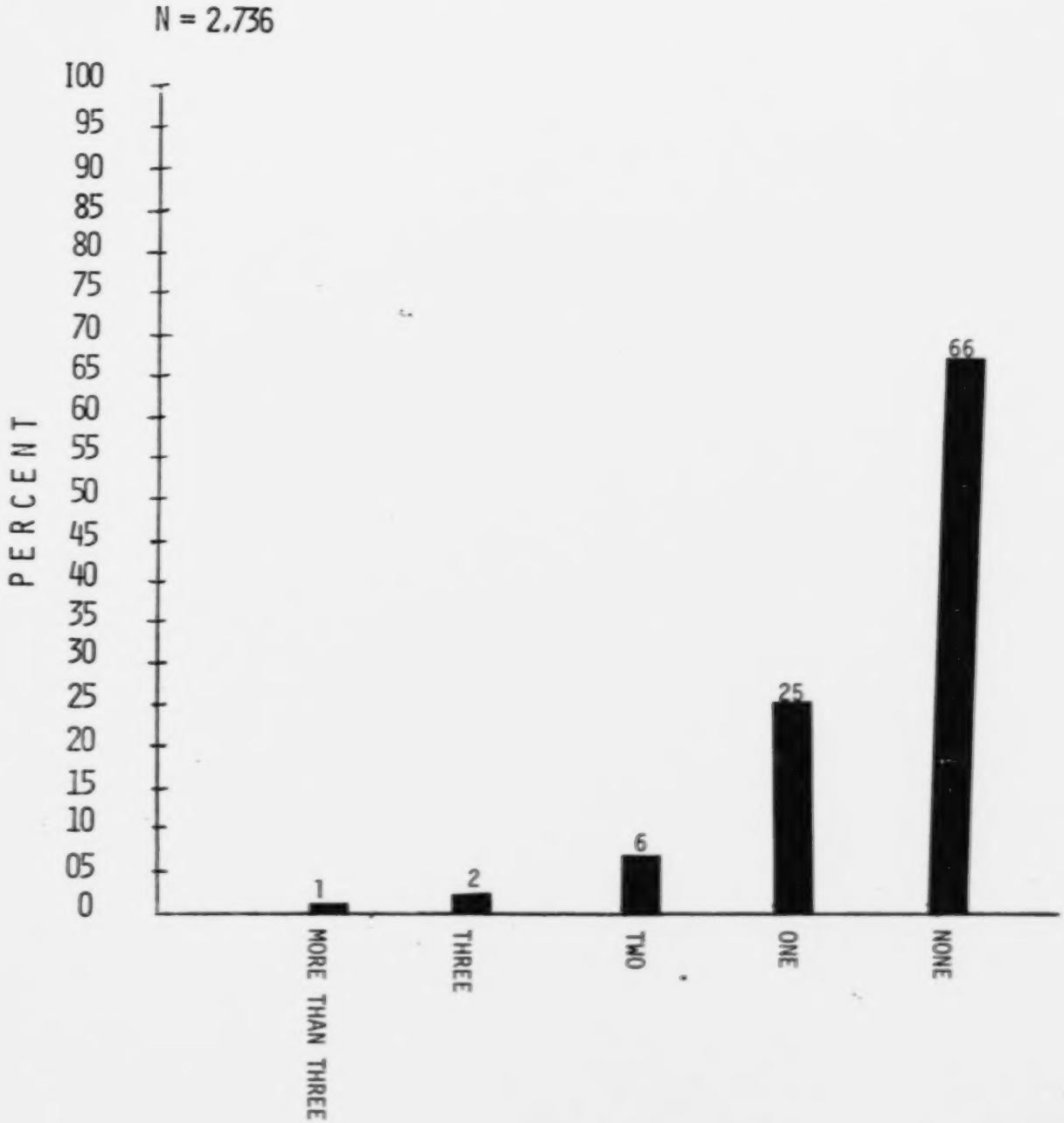
GRAPH 29: CHANGE OF MAJOR



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

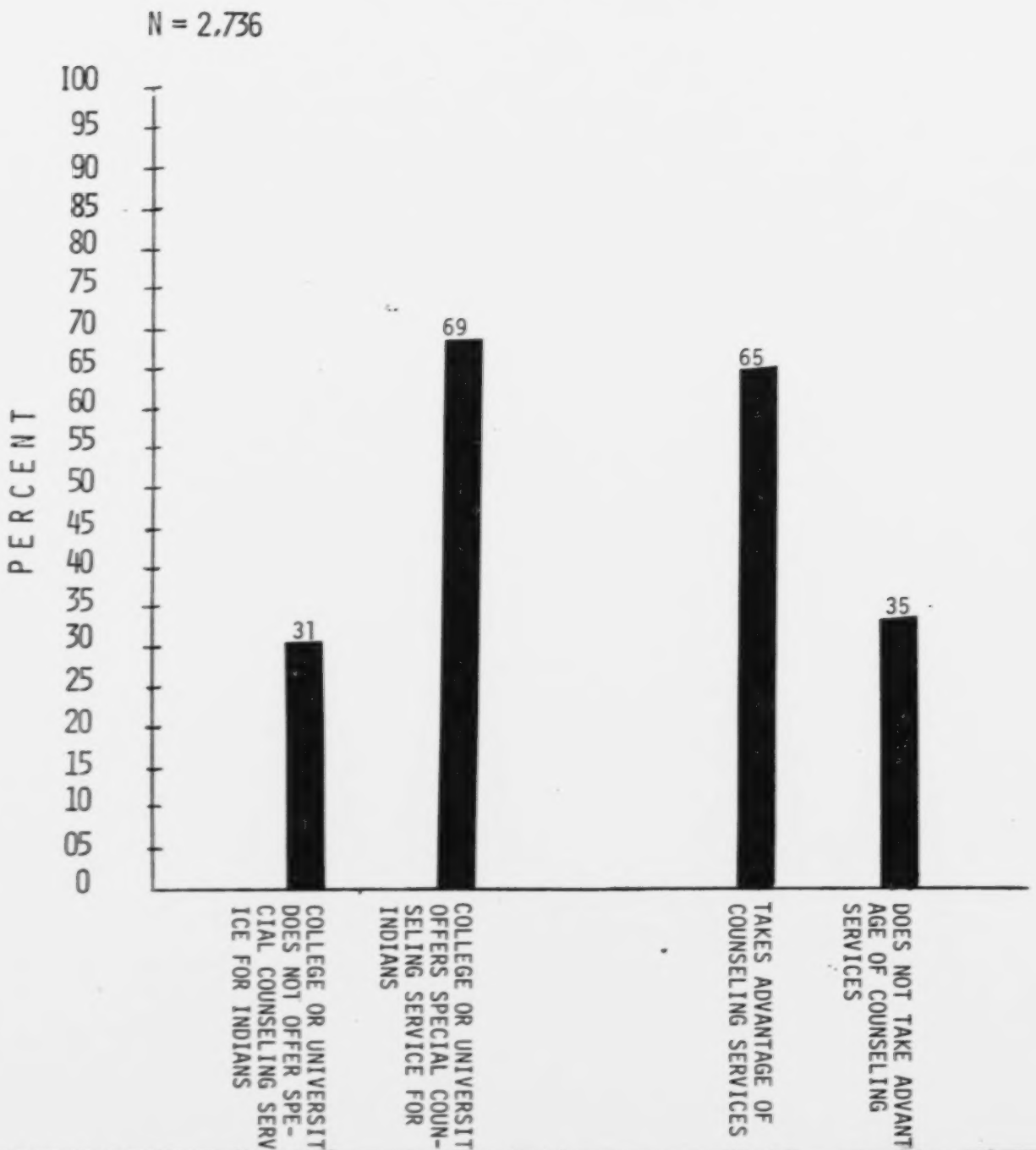
GRAPH 30: NUMBER TIMES MAJOR WAS CHANGED



BIA HIGHER EDUCATION EVALUATION

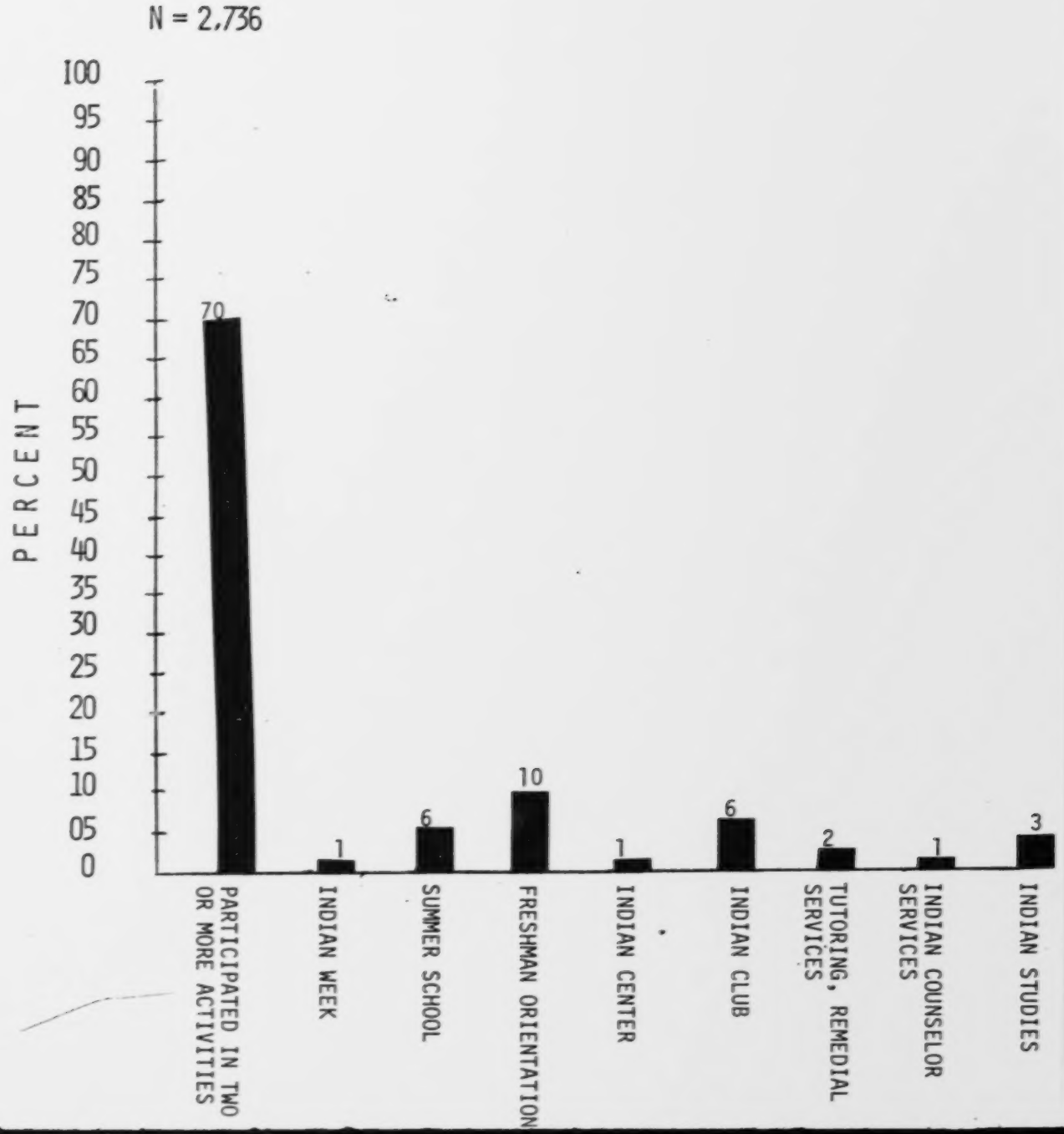
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 31: COUNSELING SERVICES AT COLLEGES



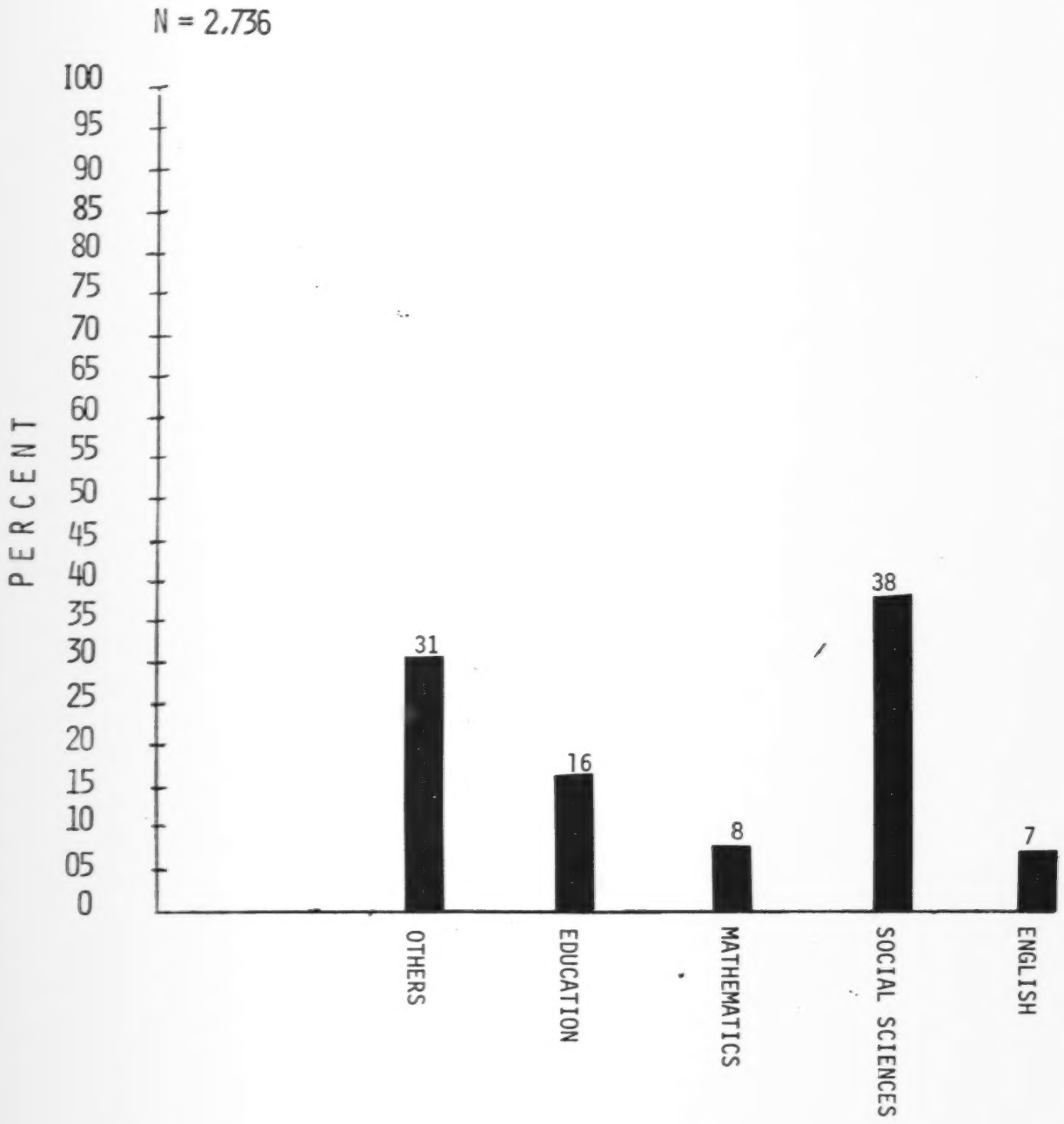
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 32: SPECIAL PROGRAM PARTICIPATION



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

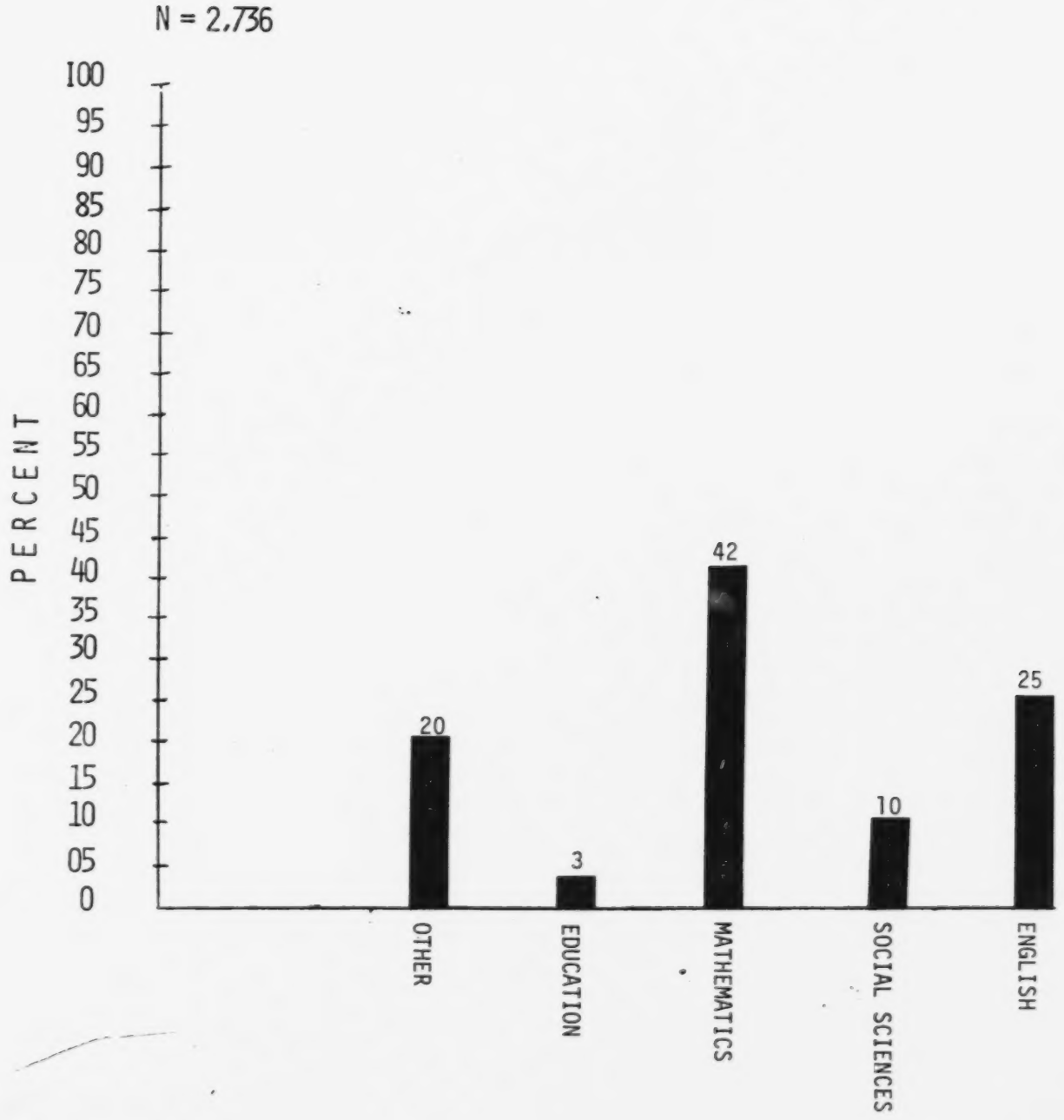
GRAPH 33: MOST INTERESTING SUBJECT TAKEN



BIA HIGHER EDUCATION EVALUATION

STUDENT CHARACTERISTICS AND OPINIONS

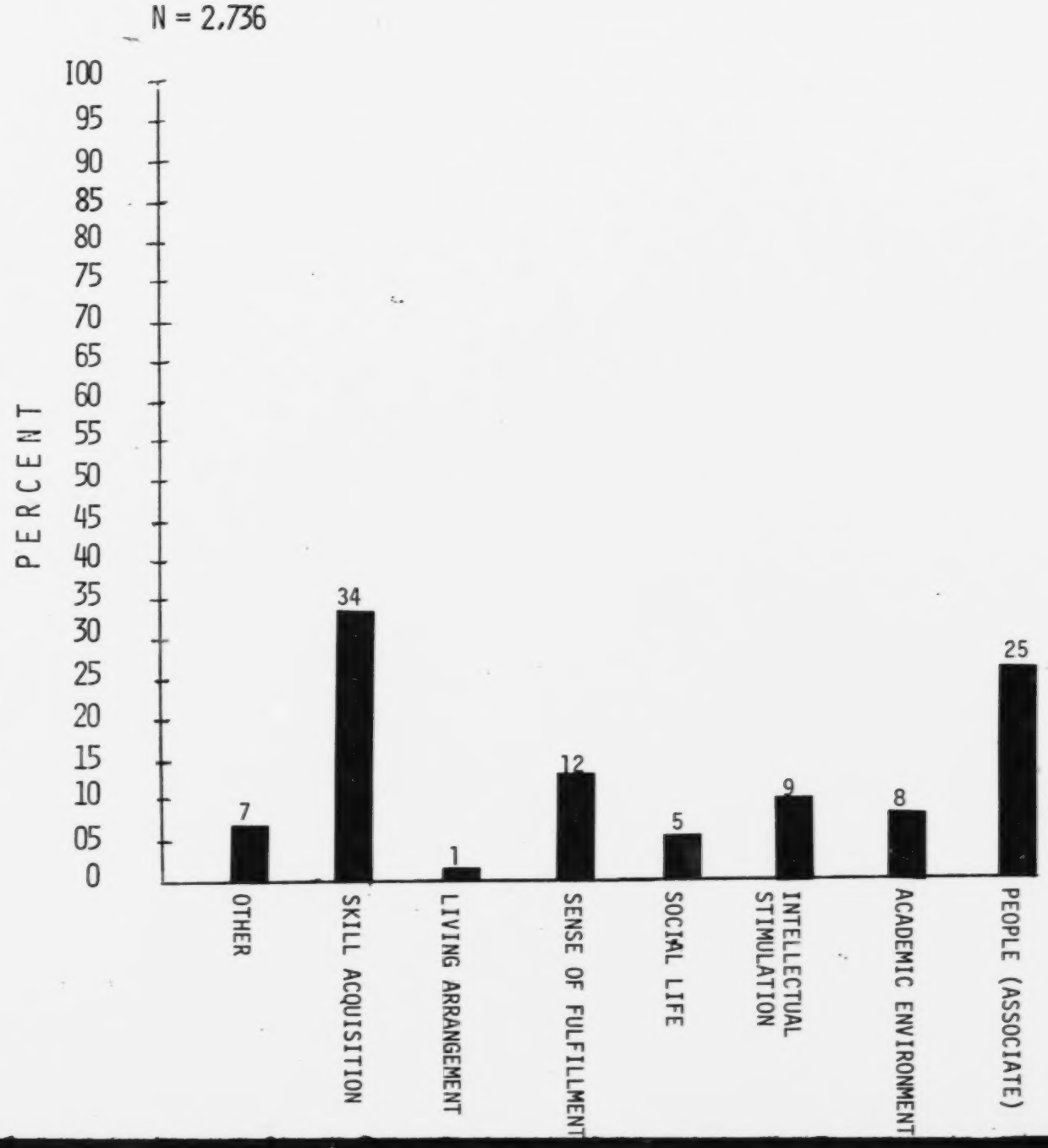
GRAPH 34: LEAST INTERESTING SUBJECT TAKEN



BIA HIGHER EDUCATION EVALUATION

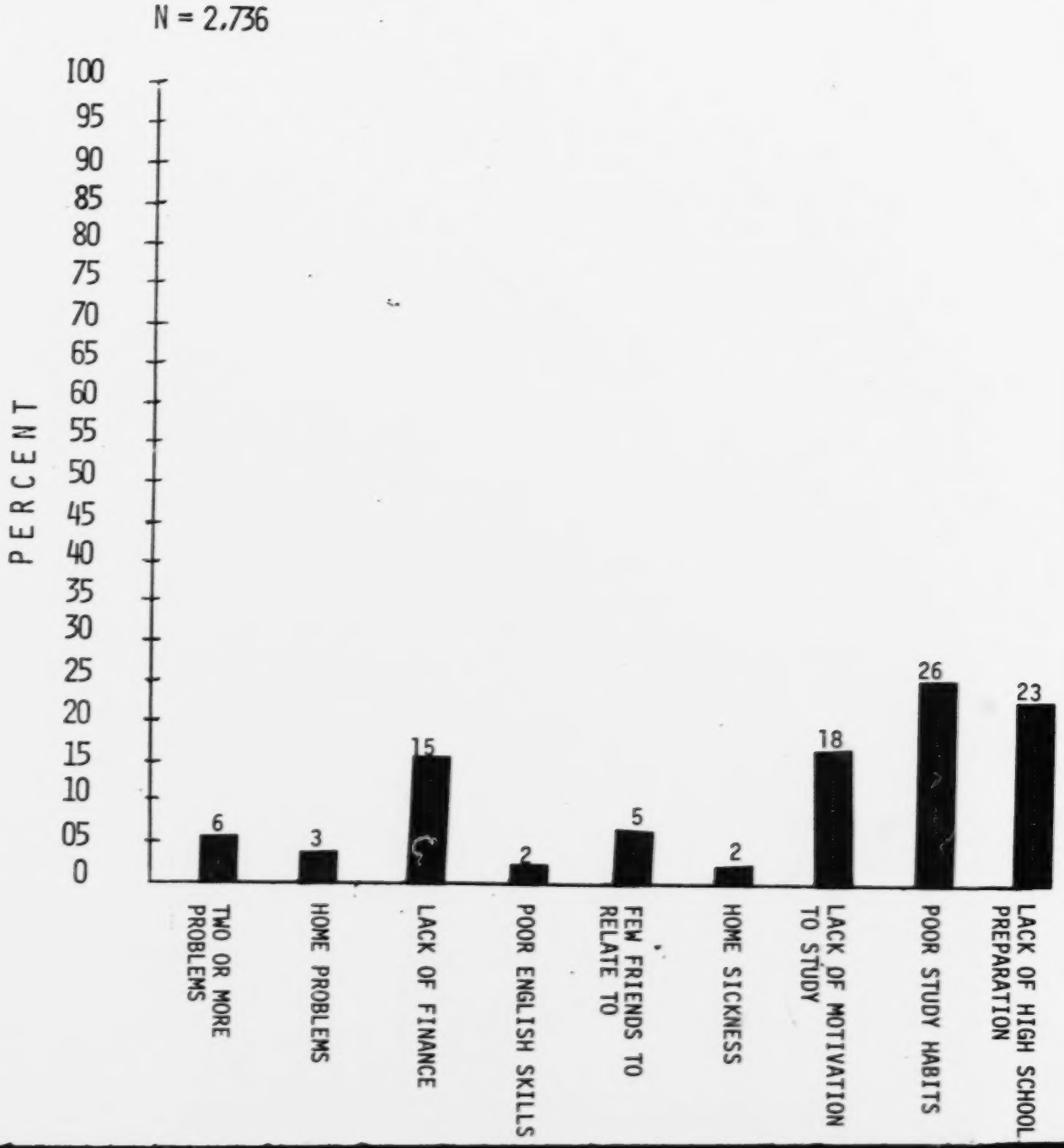
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 35: ENJOYABLE THINGS ABOUT COLLEGE



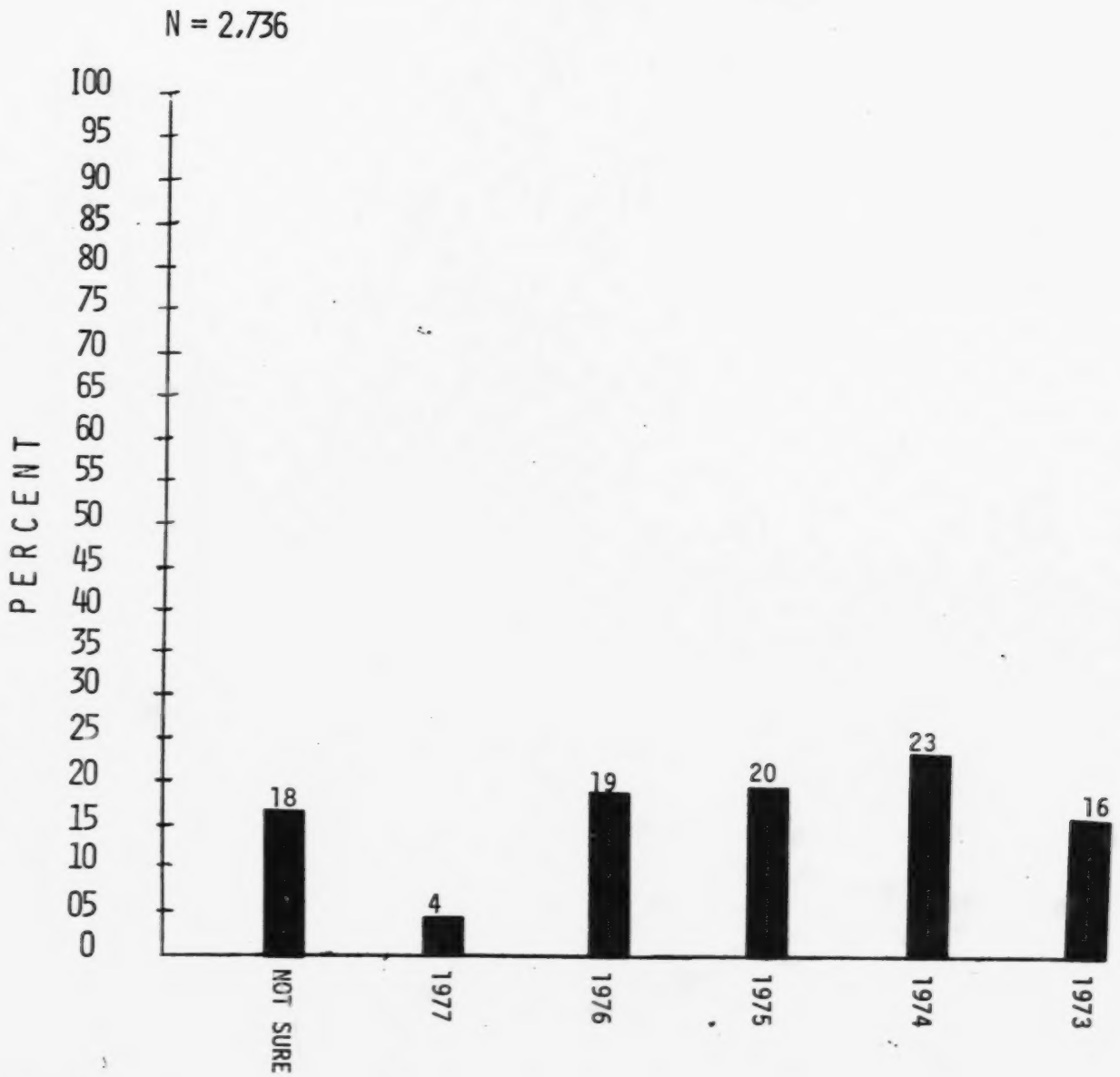
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 36: BIGGEST PROBLEMS IN COLLEGE



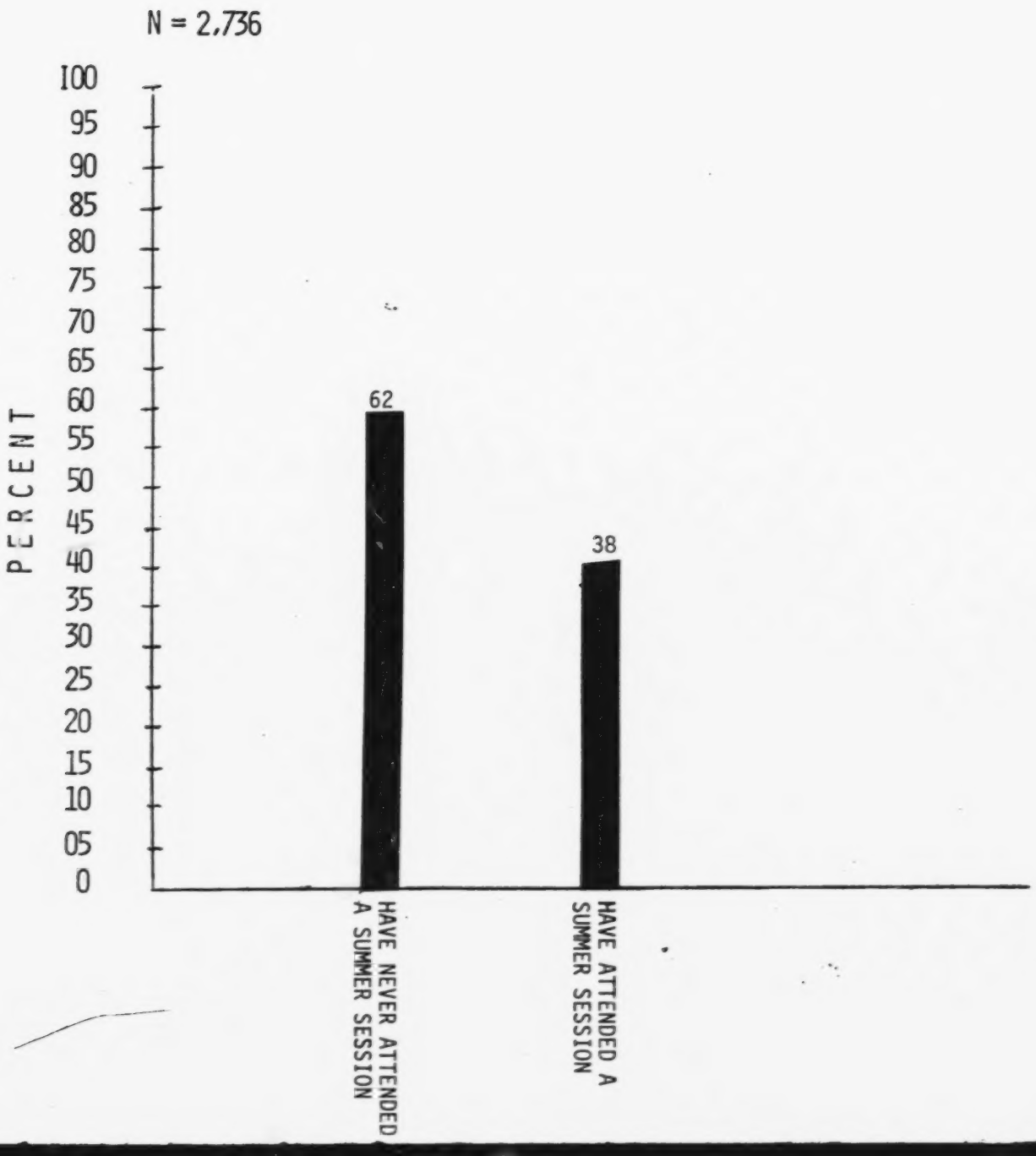
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 37: EXPECTED DATE OF GRADUATION



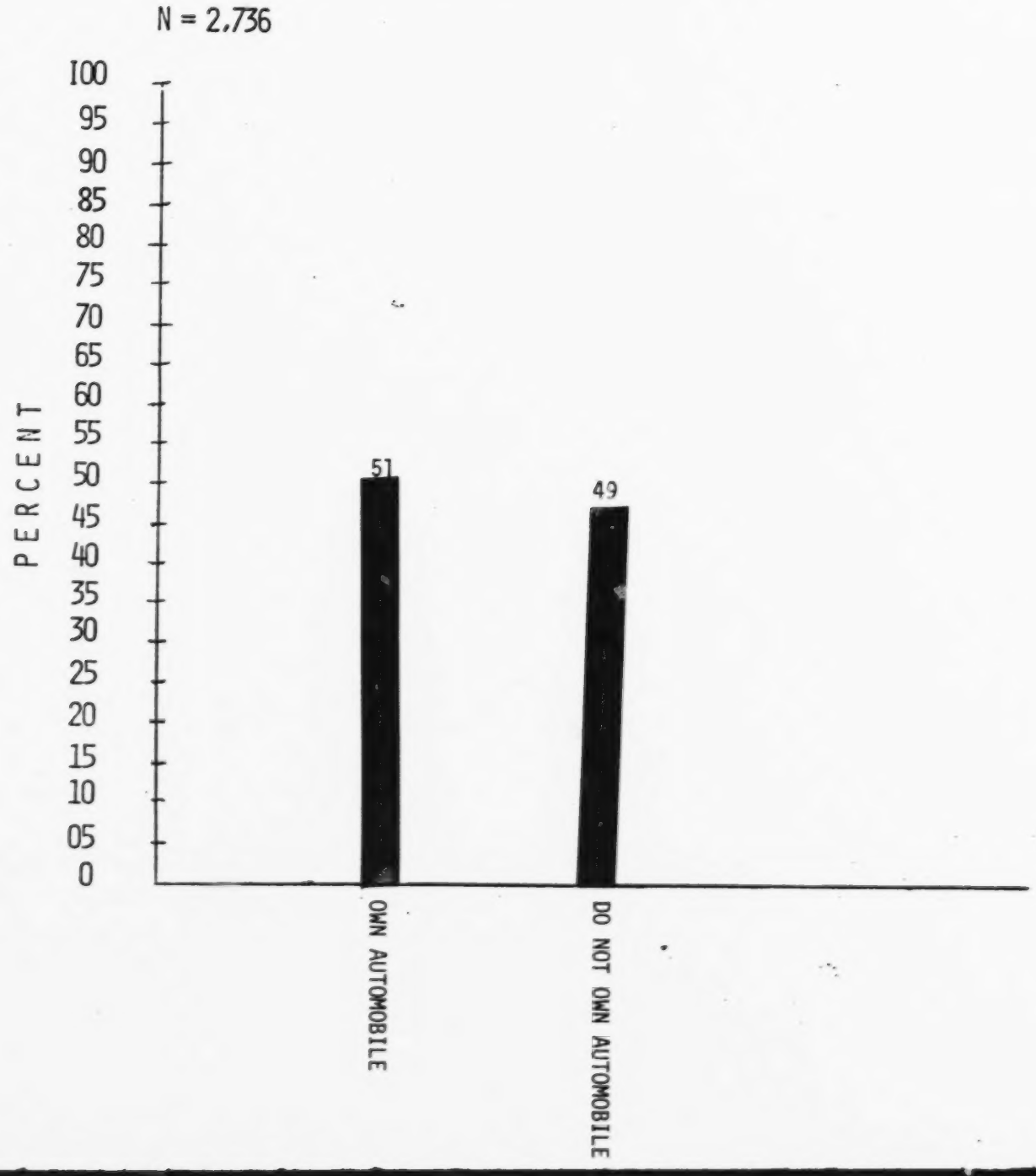
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 38: SUMMER SESSION ATTENDANCE



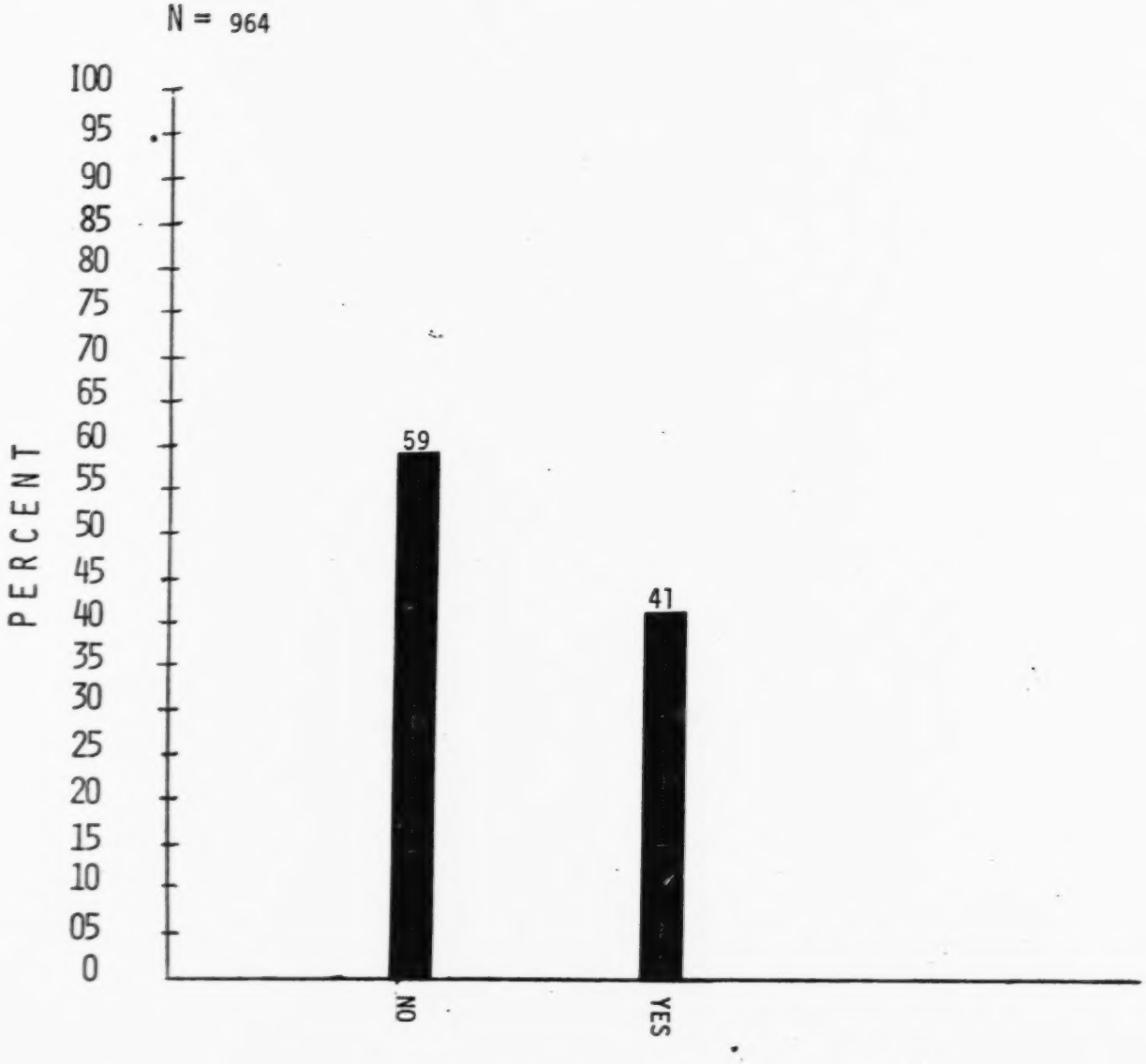
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 39: PERCENTAGE WHO OWN AUTOMOBILES



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 40: WORKING SPOUSE



BIA HIGHER EDUCATION EVALUATION
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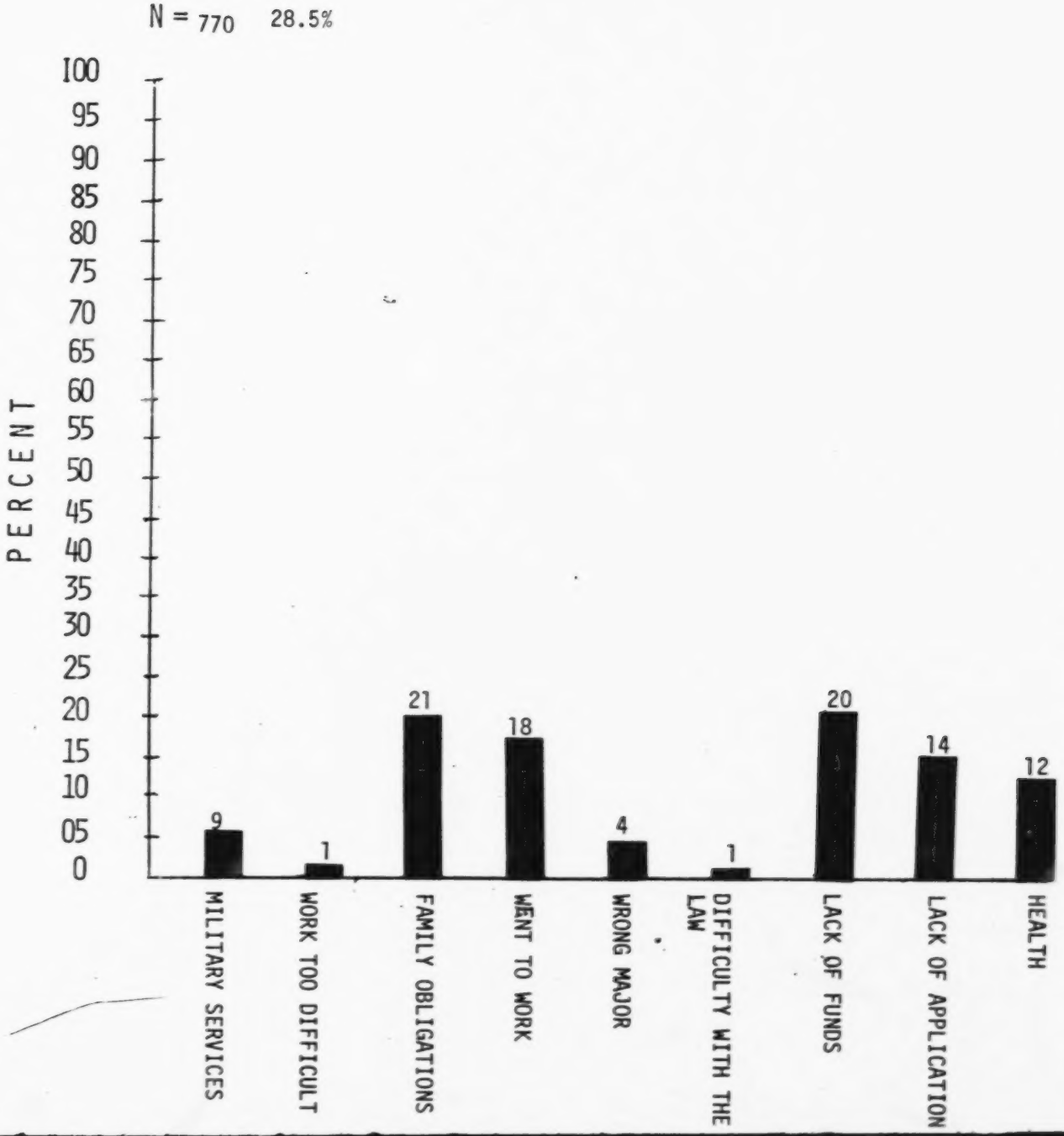
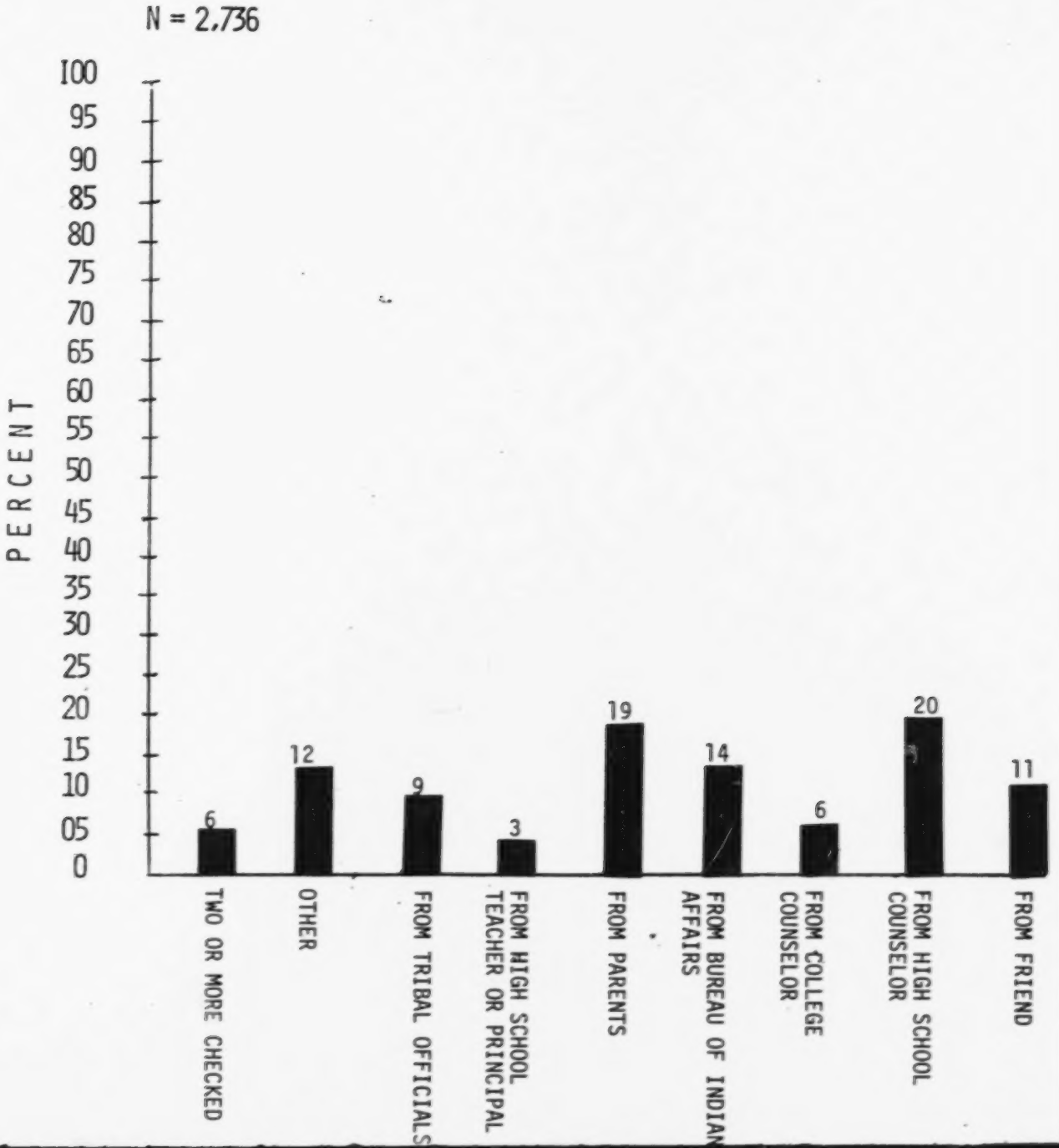
GRAPH 41: DROPOUT REASONS



BIA HIGHER EDUCATION EVALUATION

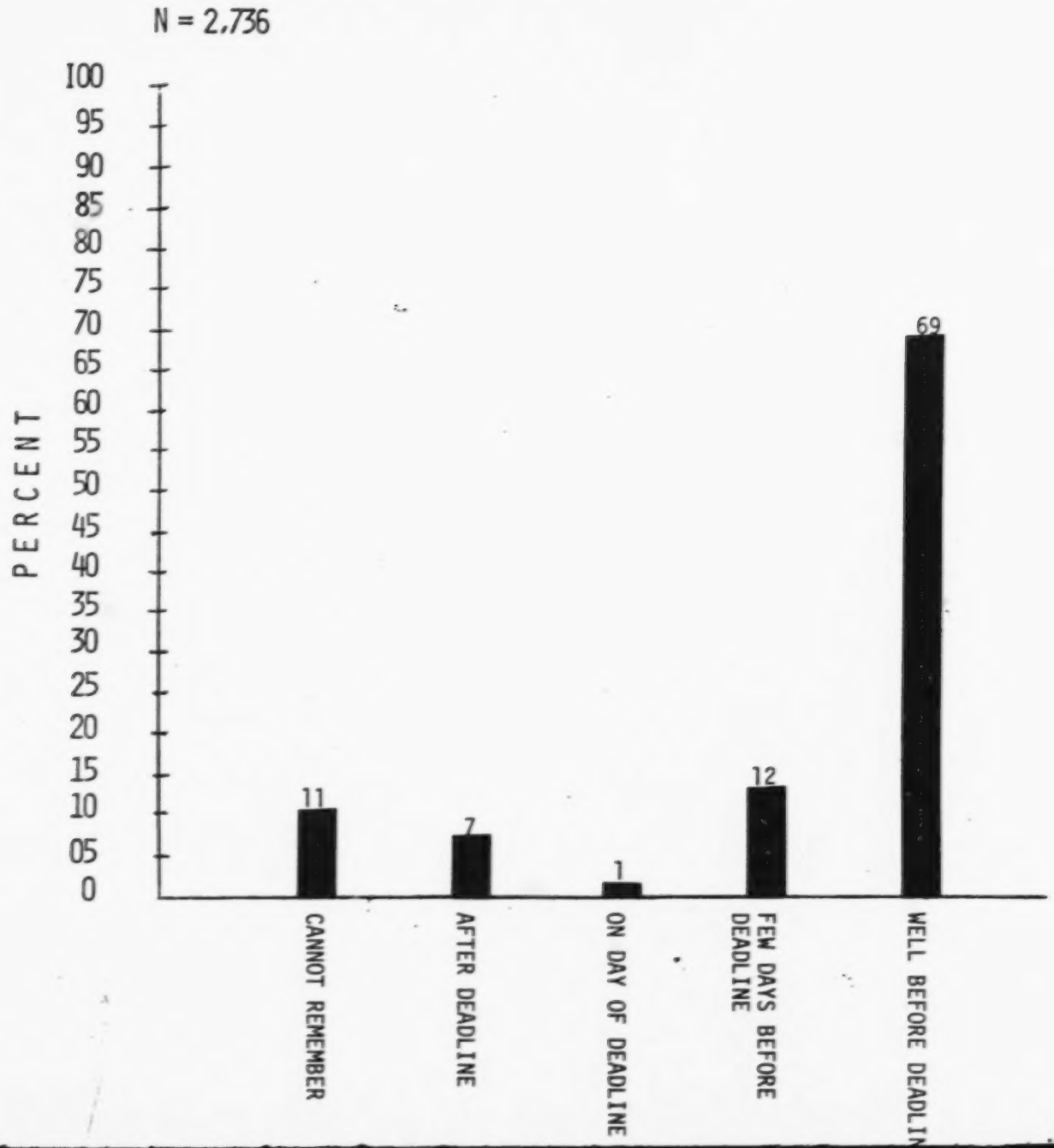
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 42: HOW INFORMATION WAS OBTAINED ABOUT BIA HIGHER EDUCATION PROGRAM



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

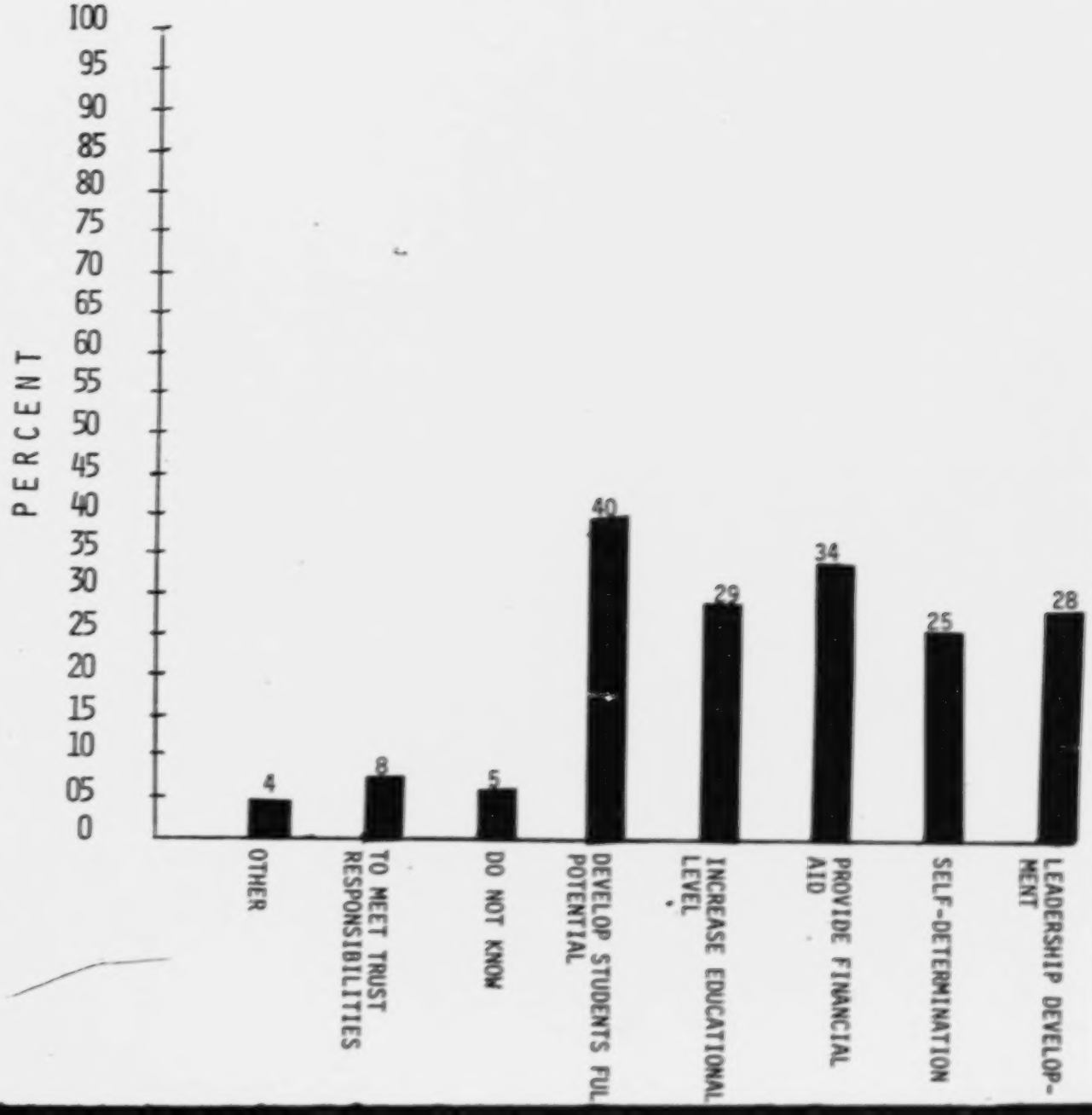
GRAPH 43: WHEN APPLICATIONS WERE FILED



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

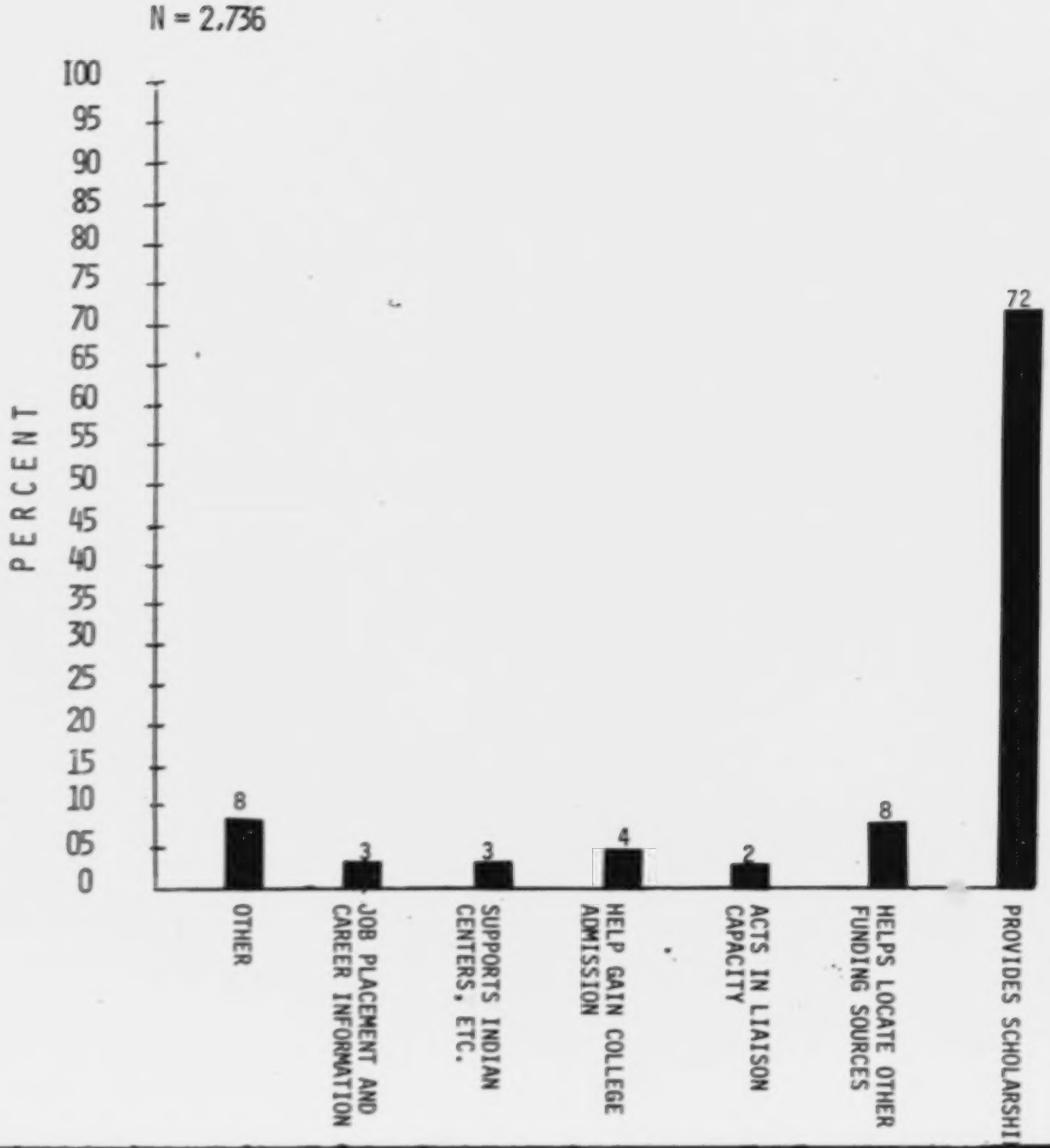
GRAPH 44: TWO MAIN OBJECTIVES OF BIA HIGHER EDUCATION PROGRAMS

N = 2,736



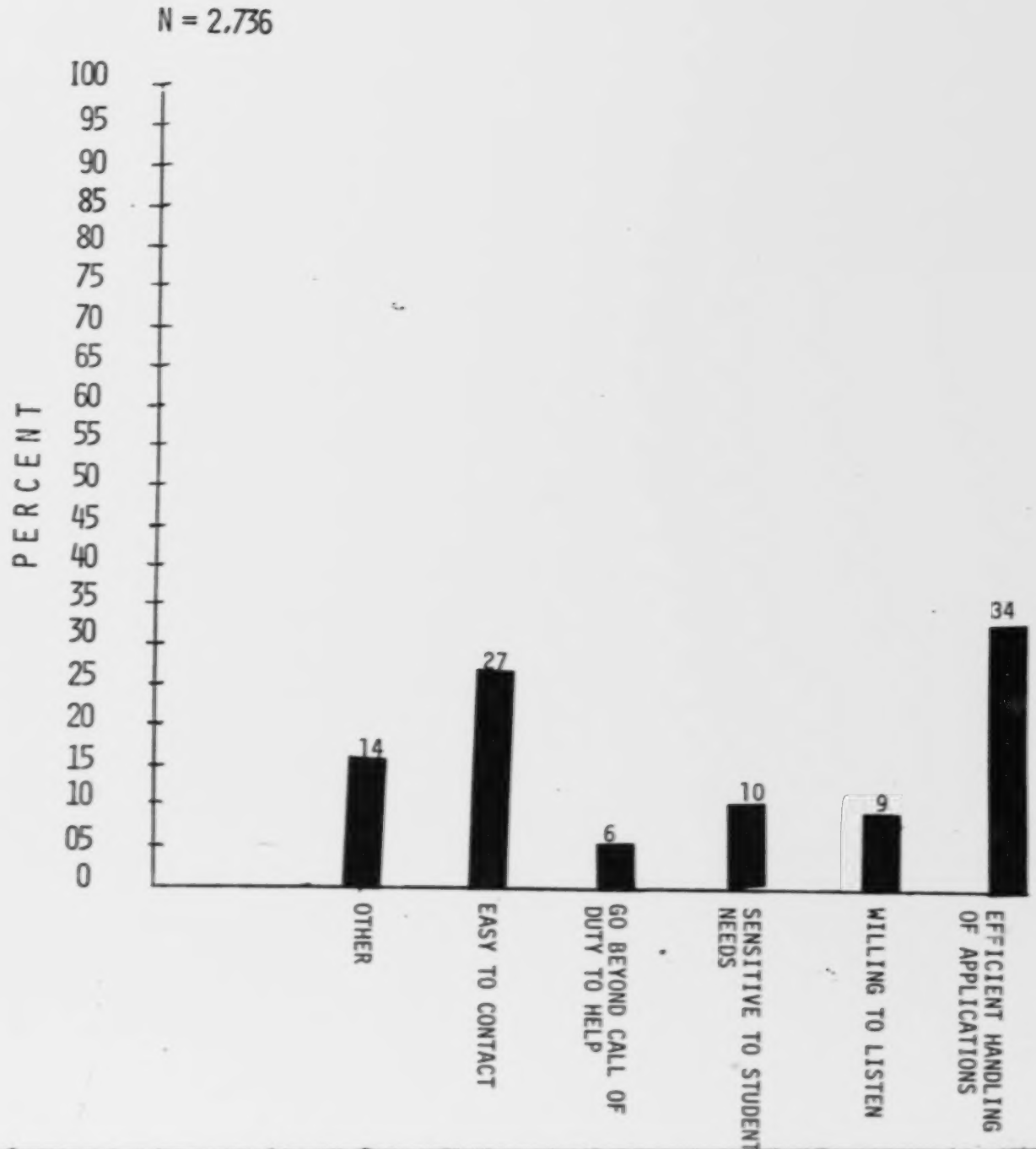
BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 45: MAJOR STRENGTHS OF BIA HIGHER EDUCATION PROGRAM



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

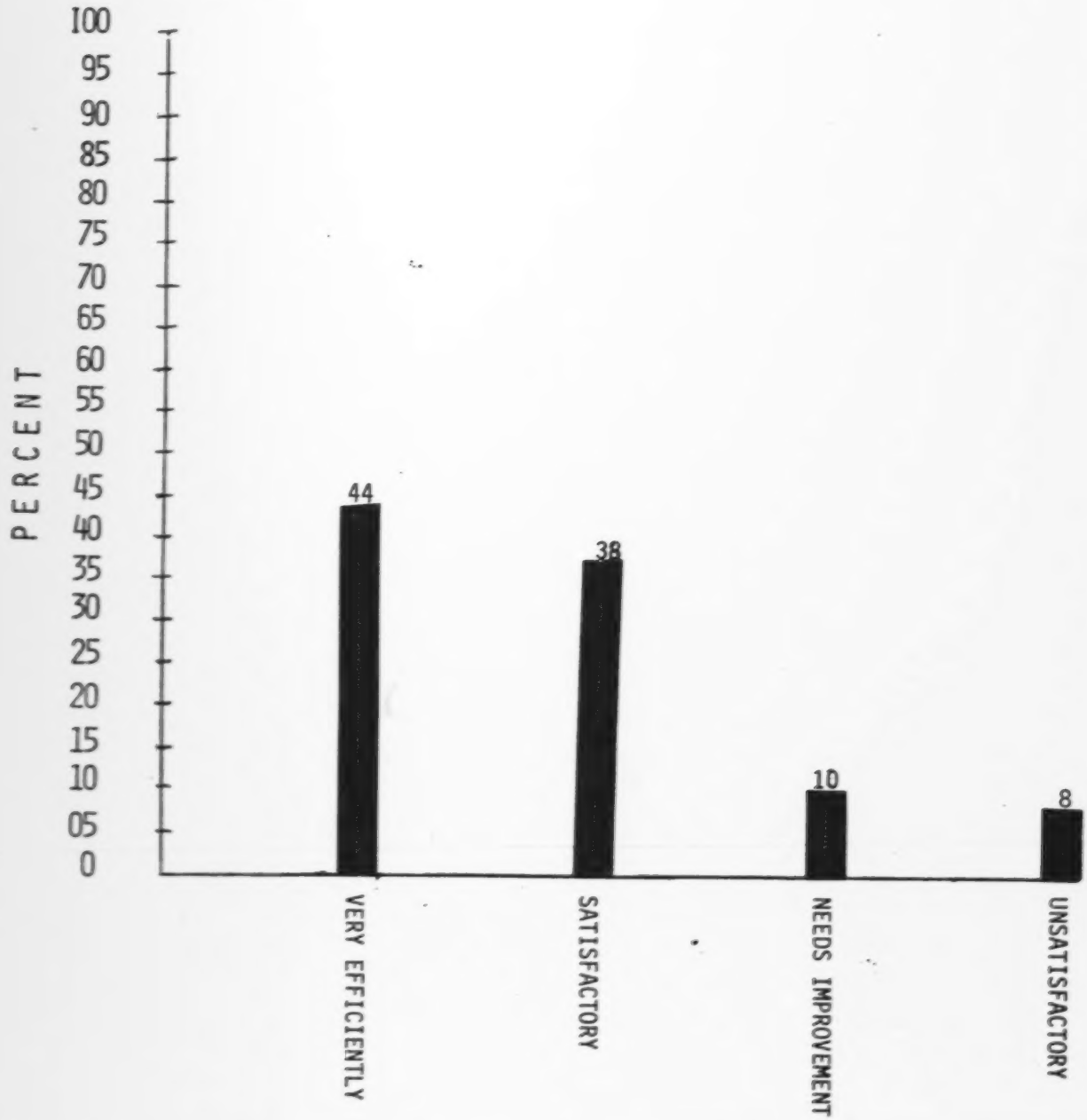
GRAPH 46: OFFICE STRENGTHS



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 47: STUDENT RATING OF BIA EFFICIENCY IN HANDLING THEIR GRANT

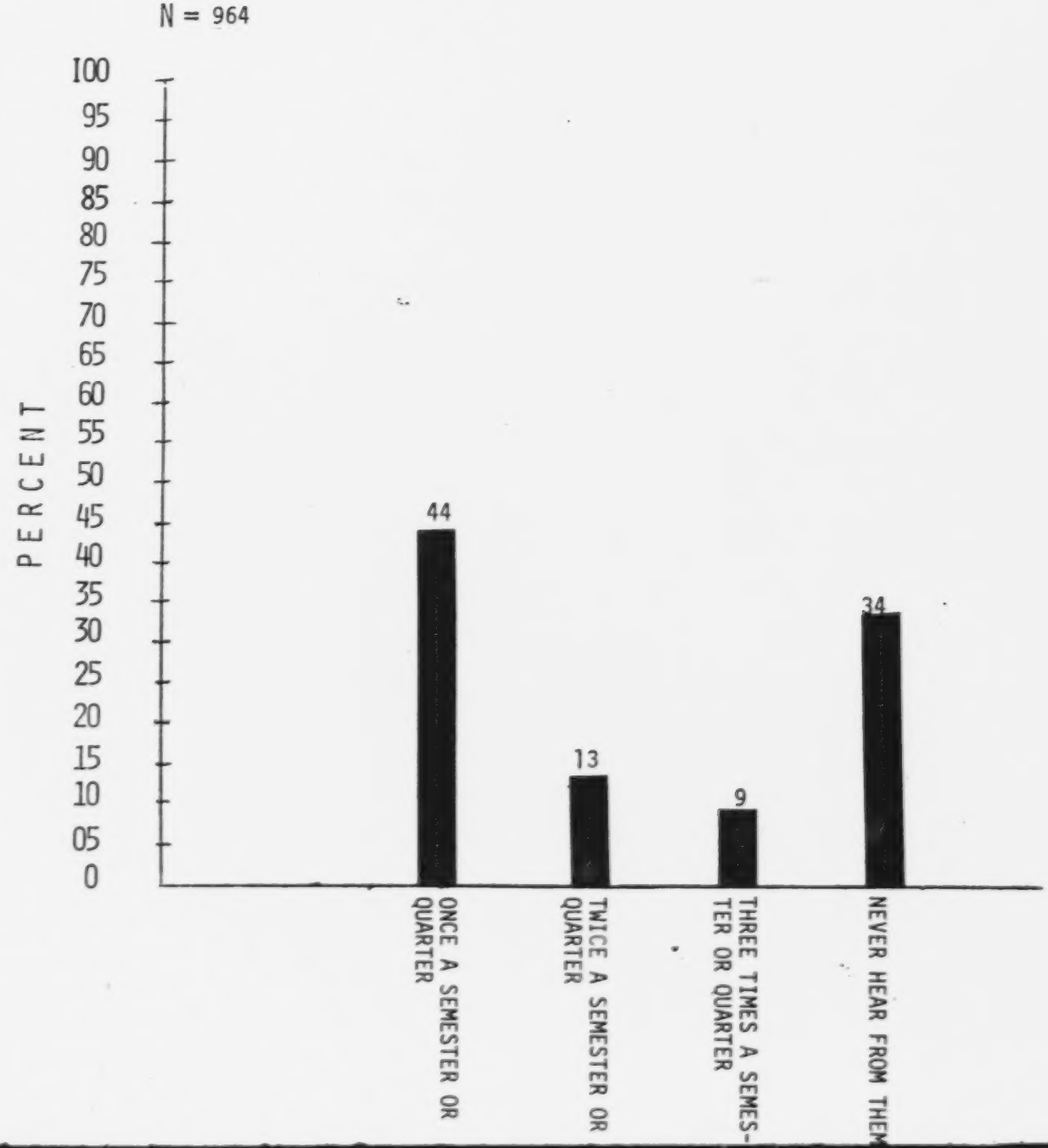
N = 2,736



BIA HIGHER EDUCATION EVALUATION

STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 48: FREQUENCY OF CONTACT WITH BIA HIGHER EDUCATION PROGRAM PERSONNEL



BIA HIGHER EDUCATION EVALUATION

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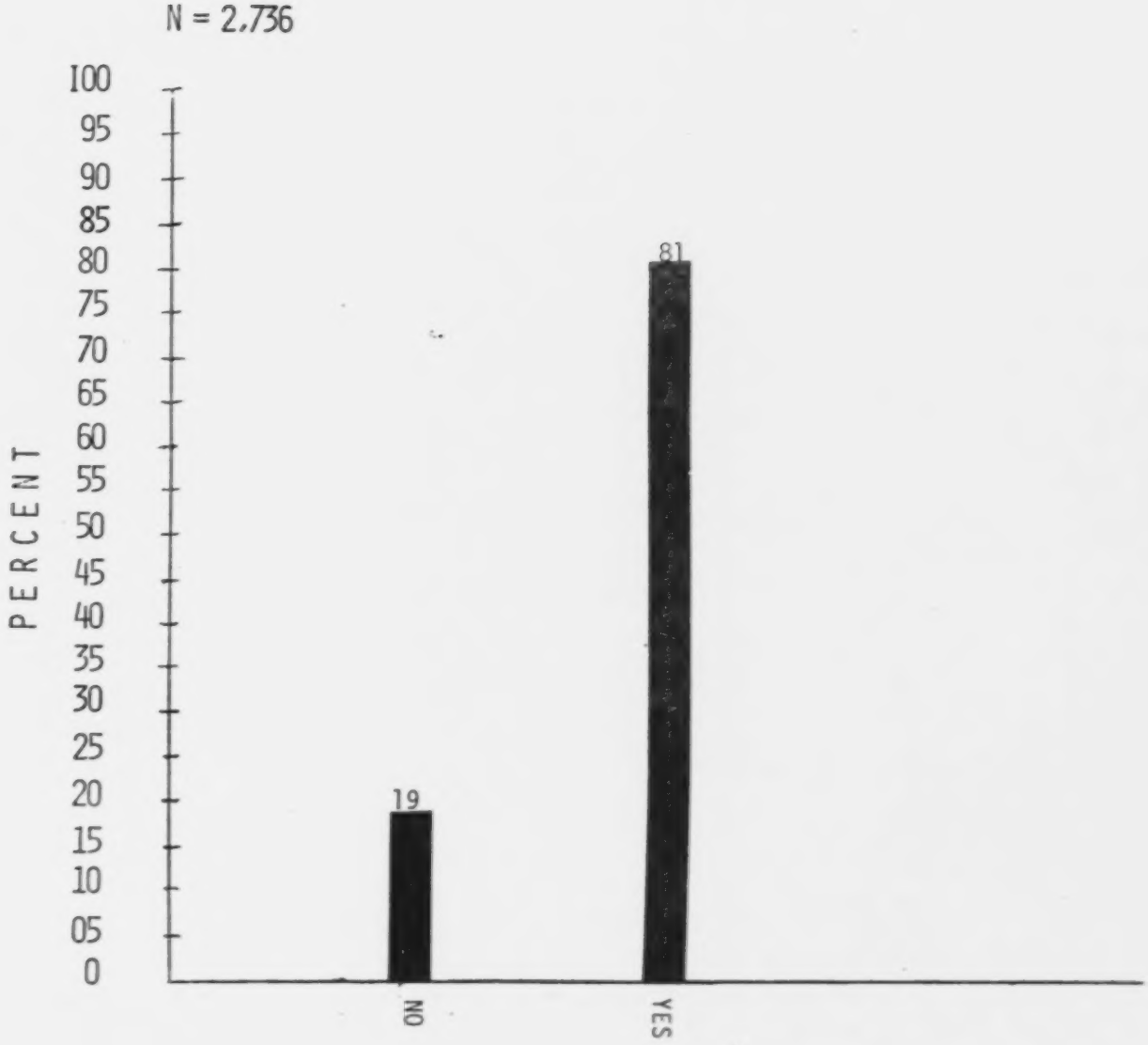
GRAPH 49: BELIEF THAT MORE CONTACTS WOULD BE HELPFUL



BIA HIGHER EDUCATION EVALUATION
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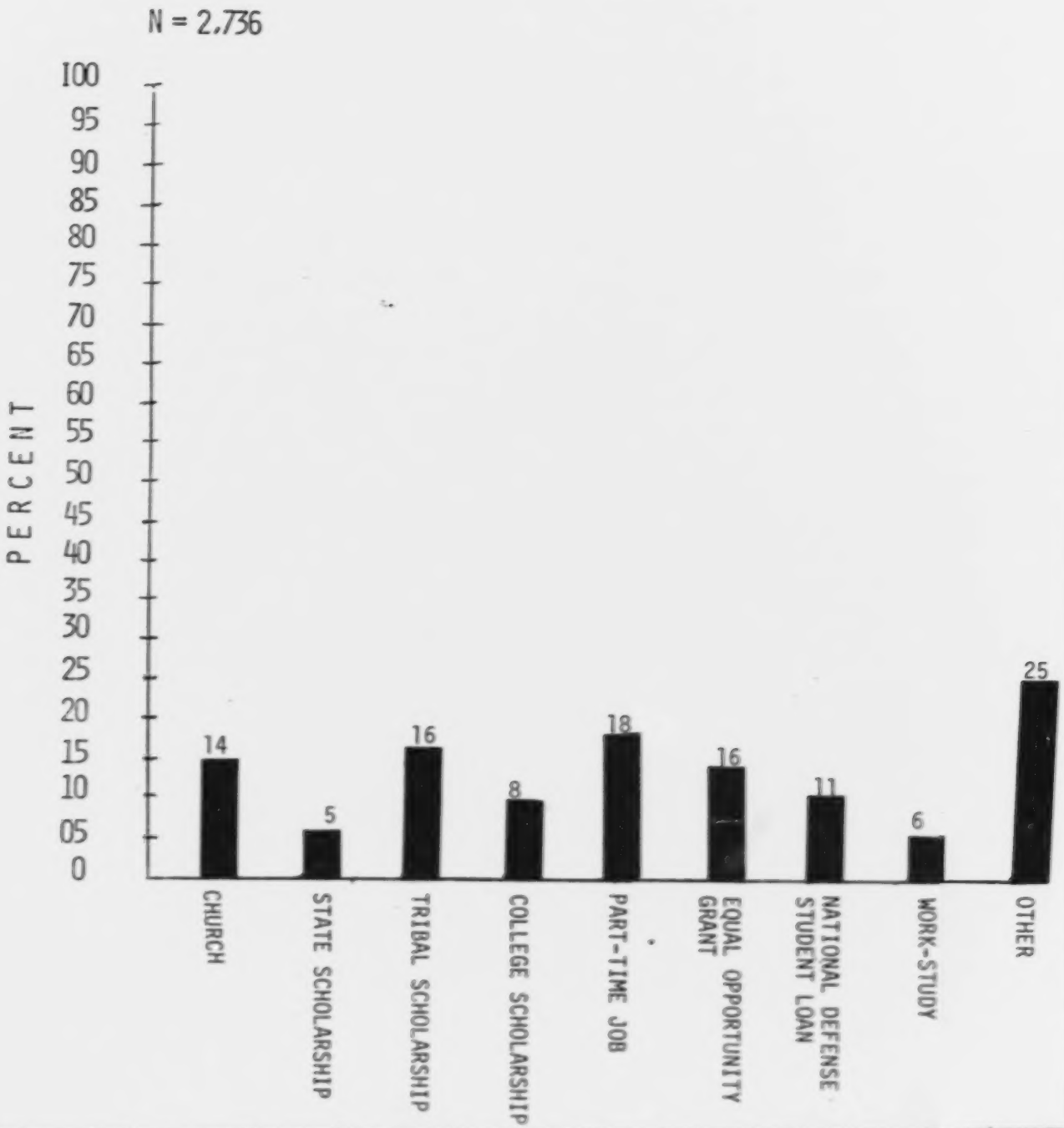
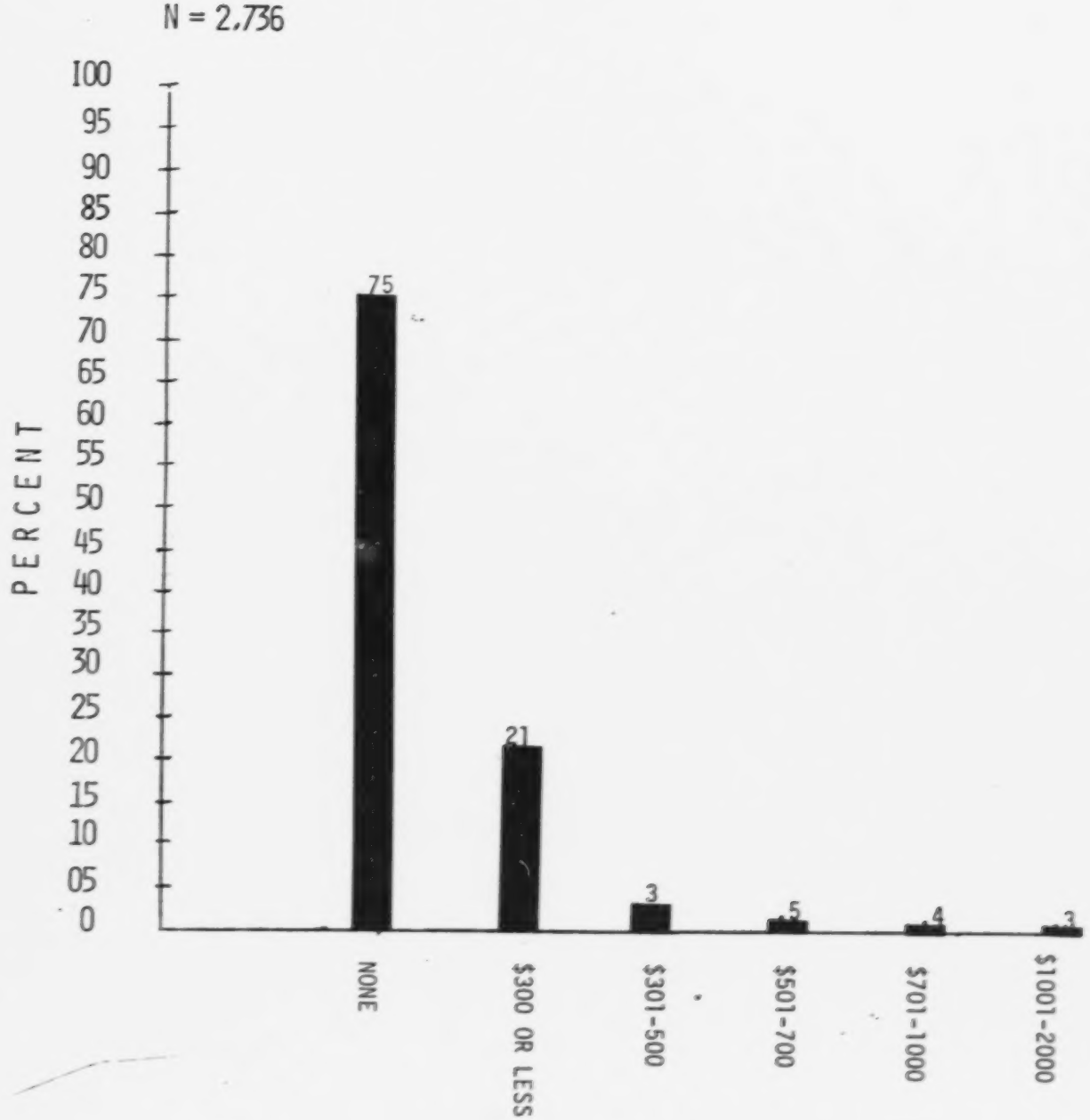
GRAPH 50: SOURCES OF NON-BIA SUPPORT



BIA HIGHER EDUCATION EVALUATION

STUDENT CHARACTERISTICS AND OPINIONS

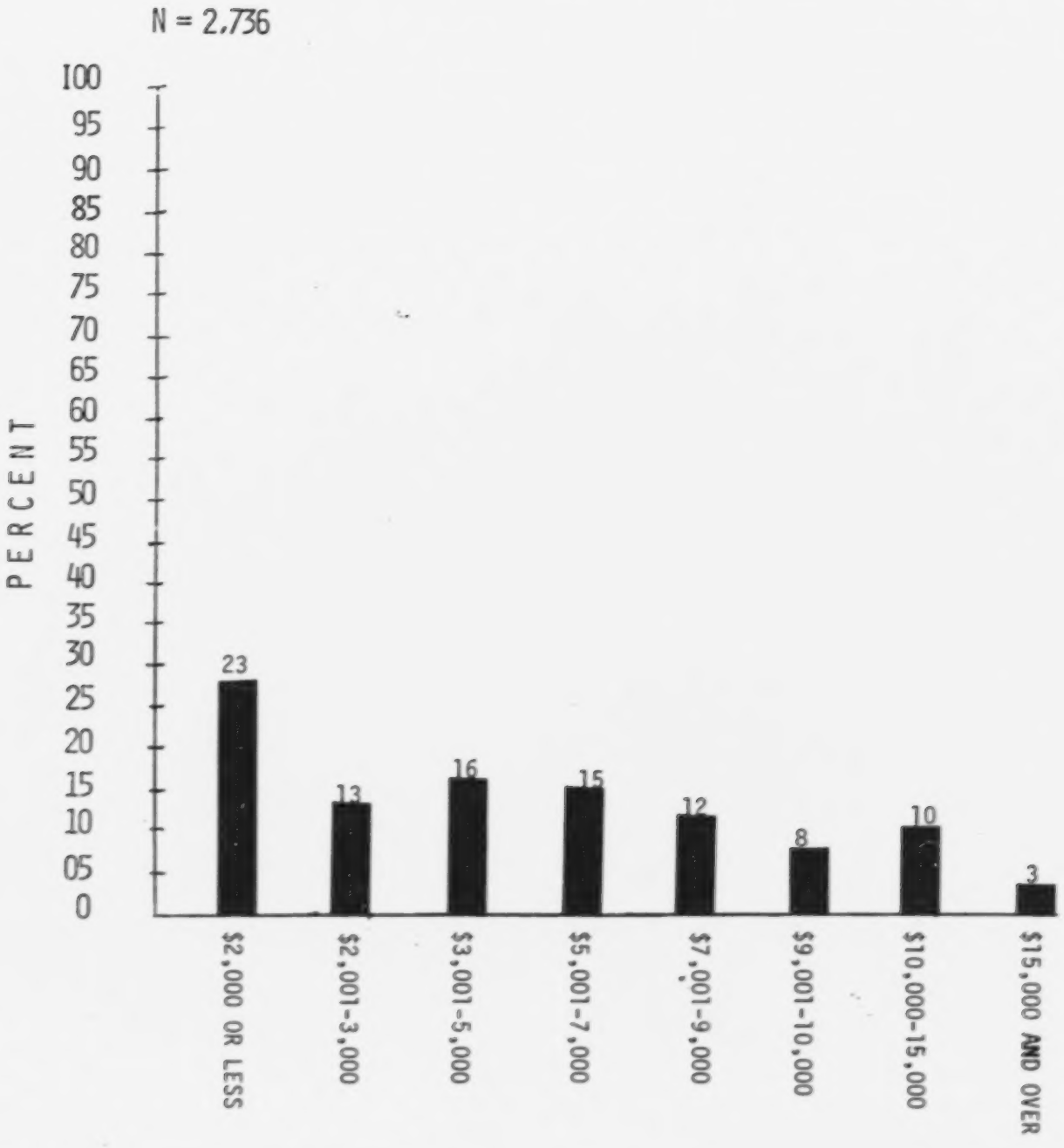
GRAPH 51: PARENTAL FINANCIAL SUPPORT OF STUDENTS



BIA HIGHER EDUCATION EVALUATION

STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 52: ESTIMATED ANNUAL INCOME OF PARENTS



BIA HIGHER EDUCATION EVALUATION
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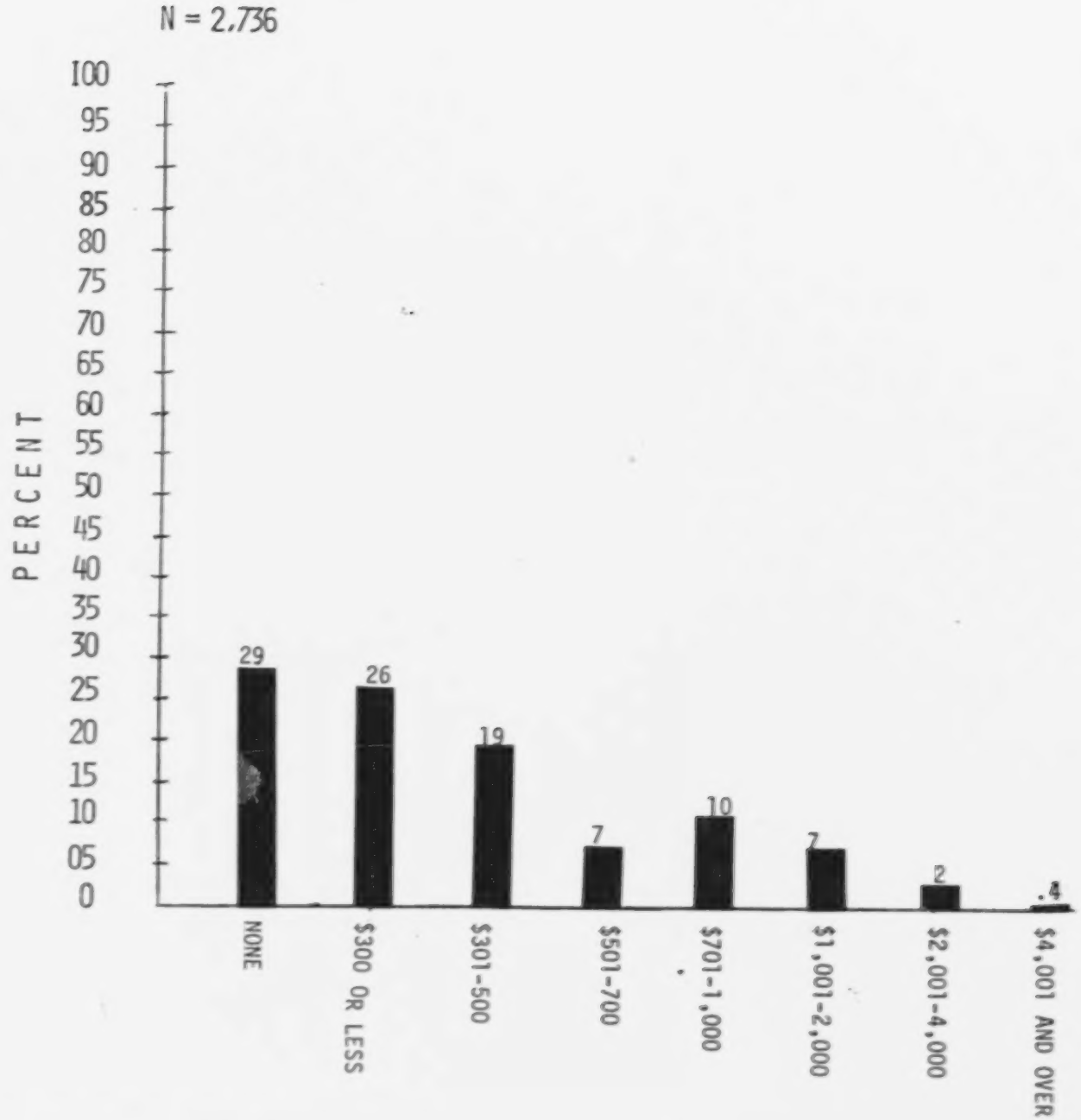
GRAPH 53: AMOUNT OF NON-BIA SUPPORT



BIA HIGHER EDUCATION EVALUATION
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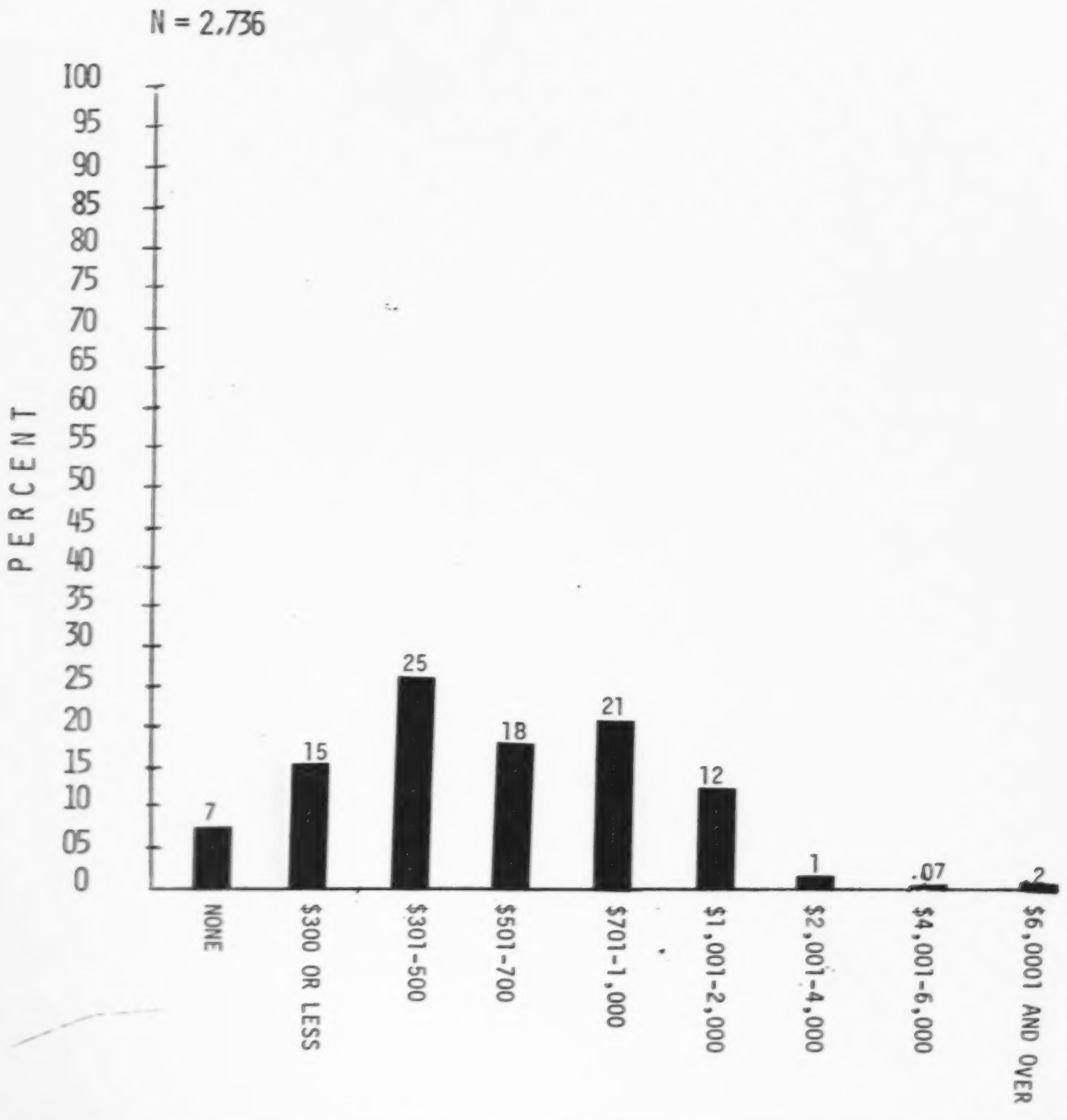
GRAPH 54: AMOUNT OF BIA SUPPORT



BIA HIGHER EDUCATION EVALUATION

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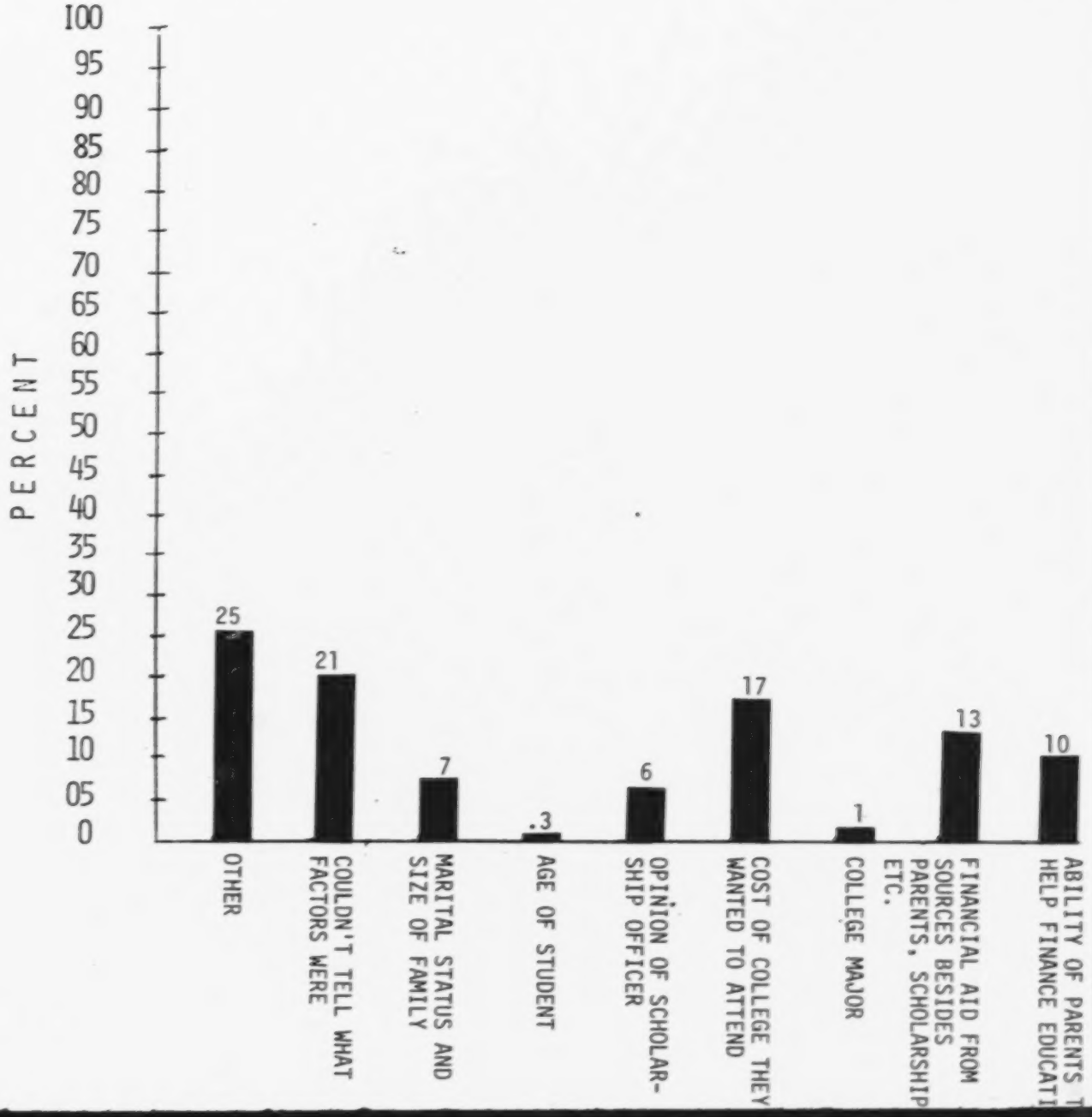
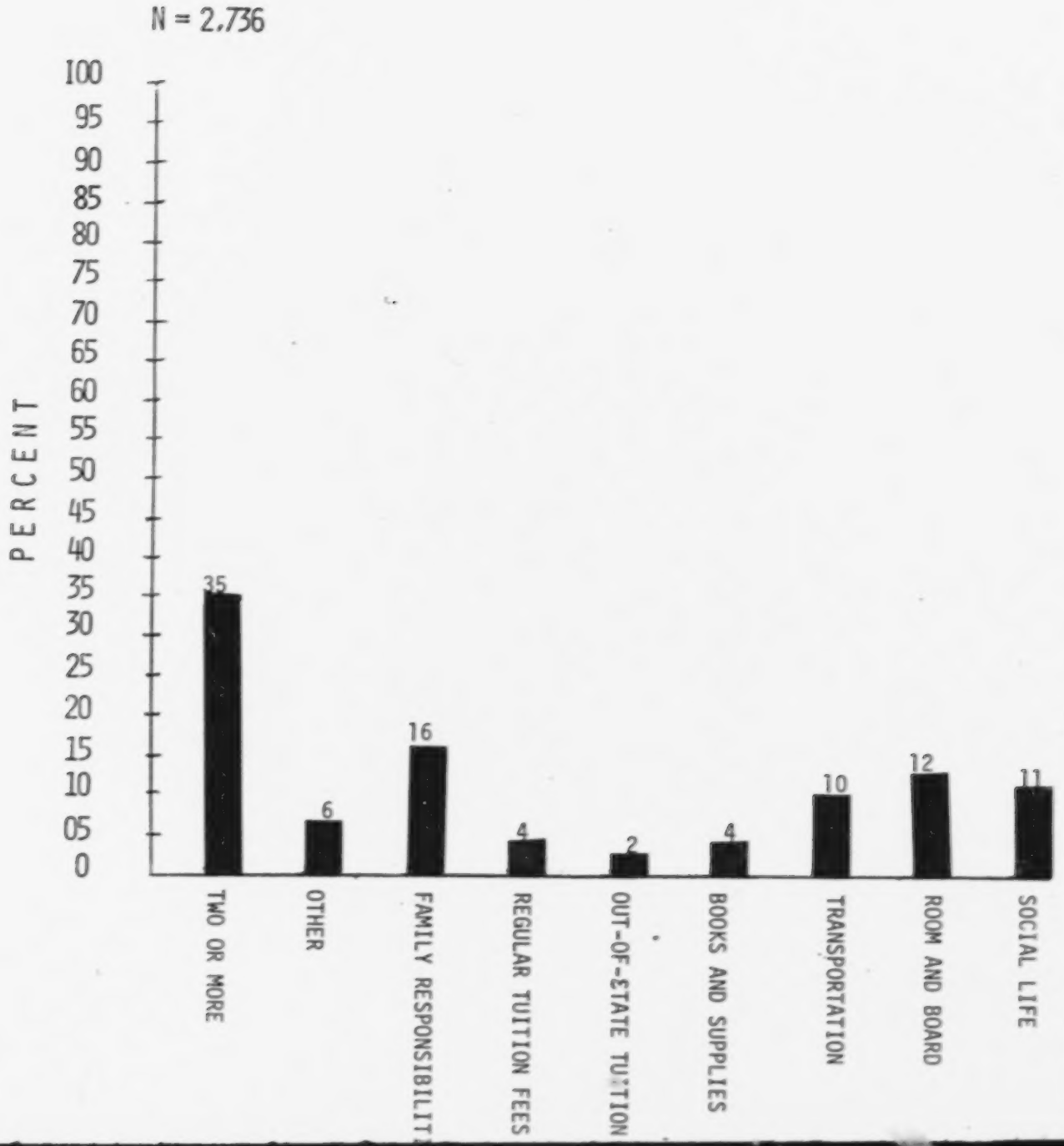
GRAPH 55: PERCEPTIONS OF STUDENTS CONCERNING FACTORS WHICH WERE IMPORTANT IN DETERMINING THE AMOUNT OF THEIR BIA GRANT

N = 2,736



BIA HIGHER EDUCATION EVALUATION
STUDENT CHARACTERISTICS AND OPINIONS

GRAPH 56: AREAS OF COST MOST DIFFICULT TO MEET



BIA HIGHER EDUCATION EVALUATION
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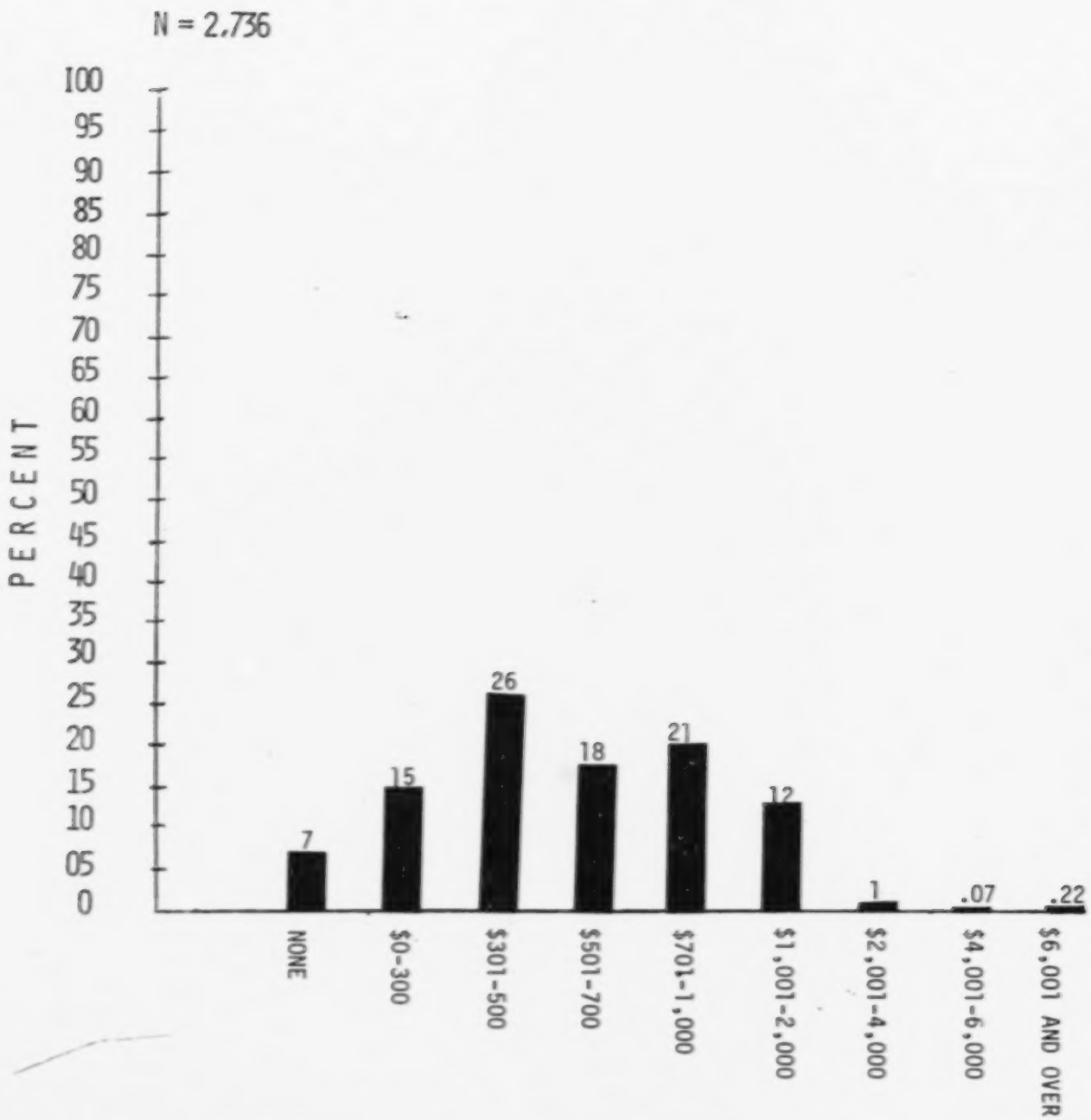
GRAPH 57: GRANTS PER SEMESTER AND QUARTER



United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO:
Student Services

JAN 02 1972

Memorandum

To: All Area Directors: Superintendents: Cherokee, Choctaw, and Seminole Agencies; New York Field Office; Attn: Education

From: Chief, Division of Student Services

Subject: Higher Education Program Evaluation

Most BIA officials who are involved with the Higher Education Program are aware of the evaluation that is to take place this winter and spring. Planning for the overall evaluation is now in progress and certain needs for information from the field have evolved.

Initial plans indicate that the evaluation will have at least two information sources: (1) information from field offices (2) information from students. Part #1, Information from Field Offices will involve a review of field offices and their operations and will be started during the month of January, 1973. Details of this part will be communicated to the Areas as soon as possible in order to insure maximum participation. For the present, however, Part #2, information from students, basic data is needed and the remainder of this letter deals with this aspect of the evaluation.

Would you please forward to this office names and addresses of at least half of the students participating from your office. If you have all of them, send along the entire list. If you have non of them, prepare half the names and addresses. If your list is alphabetical, then include every other name, A-Z. Do not send only those from A-G, if this comprises half of your list. Rather, send every other one from the entire list, A-Z.

Please include the current college or university address of each student:

Such as:

Students Name
College or University being attended*
Street or Post Office Address
City, zip code

I am painfully aware that this request causes additional work on your part and were it not of the utmost importance, it would not be made. Your cooperation in getting the names and addresses is appreciated and you will be kept informed of progress on the evaluation. Please make every effort to comply with the name and address request within this month of January.

Robert E. Hall

*While the name of the college or university is important, it is not essential for this exercise and can be left off the list if not immediately available.

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO:
IERC - Evaluation & Program Review

MAR 6 1973

URGENT

Memorandum

To: *All Native Indian American Higher Education Scholarship Recipients*

From: *Administrator, Indian Education Resources Center*

Subject: *Bureau of Indian Affairs Higher Education Program Evaluation*

The attached questionnaire is a part of an evaluation of the Bureau of Indian Affairs' Higher Education Program for Indian People. It does not require the inclusion of names of those responding to the questionnaire. Your answers to the questions will be kept confidential and in no way can they be traced back to the respondent nor will your response reflect upon your eligibility status with the Higher Education Program.

The intent is only to obtain a random sampling which will be an important part of the program assessment. Your response will play a very important role so please answer all items on the questionnaire as accurately as possible and mail it back in the self-addressed envelope enclosed.

for William J. Benham

Enclosure

BUREAU OF INDIAN AFFAIRS HIGHER EDUCATION ASSESSMENT

Please answer each item by checking or writing the most appropriate answer.

1. Which Area Office of the BIA works with your tribe?

(1) _____ *Albuquerque*

(2) _____ *Anadarko*

(3) _____ *Billings*

(4) _____ *Central Office*

(5) _____ *Juneau*

(6) _____ *Minneapolis*

2. *(1)* _____ *Muskogee*

(2) _____ *Navajo*

(3) _____ *New York*

(4) _____ *Phoenix*

(5) _____ *Portland*

(6) _____ *Sacramento*

(7) _____ *Southeastern Tribes (Choctaw, Cherokee, Seminole, Miccosukee)*

3. Each Indian scholar participating in the BIA Higher Education Program must prove Indian ancestory by blood quant. Please check below the method you used to establish quantum:

(1) _____ *Affidavit filed*

(2) _____ *Agency and/or Area Office certification*

(3) _____ *Tribal census or role*

(4) _____ *Parents statement*

(5) _____ *Church Records*

(6) _____ *Previous BIA Service record*

(7) _____ *Other, Please Specify:* _____

_____

4. What is the name of your tribe or tribes? _____

_____

5. What degree Indian blood are you? (Check nearest fraction).

(1) _____ *Full Blood*

(2) _____ *3/4 Blood*

(3) _____ *1/2 Blood*

(4) _____ *1/4 Blood*

(5) _____ *Less than 1/4 Blood*

6. *Please write the name of your reservation?* _____

7. *Please write your hometown and state on the line below:*

_____

8. *Which Agency Office handles your BIA grant?* _____

9. *I am:* (1) _____ *Male*

(2) _____ *Female*

10. *What is your age?* (1) _____ *18 or below*

(2) _____ *19*

(3) _____ *20*

(4) _____ *21 - 25*

(5) _____ *26 - 30*

(6) _____ *31 - 35*

(7) _____ *36 - 40*

(8) _____ *41 - 45*

(9) _____ *46 and over*

11. *Marital Status:* (1) _____ *Married*

(2) _____ *Single*

(3) _____ *Divorced*

(4) _____ *Separated*

(5) _____ *Widowed*

12. *If you are married, how many children do you have?*

(1) _____ *0*

(2) _____ *1*

(3) _____ *2*

(4) _____ *3*

(5) _____ *4*

(6) _____ *5 or more*

13. *Do all your children live with you?* (1) _____ *Yes*

(2) _____ *No*

14. What language did you first learn to speak in the home?

(1) _____ Tribal (2) _____ English (3) _____ Other, specify _____

15. Did your parents encourage or want you to attend college?

(1) _____ Yes (2) _____ No (3) _____ It didn't make any difference to them

16. What is the highest level of education of your father?

(1) _____ None

(2) _____ Elementary School

(3) _____ High School

(4) _____ Trade or Business School, after High School

(5) _____ College Graduate

17. What is the highest level of education of your mother?

(1) _____ None

(2) _____ Elementary School

(3) _____ High School

(4) _____ Trade or Business School, after High School

(5) _____ College Graduate

18. I attended a High School operated by the BIA: (1) _____ Yes (2) _____ No

19. I attended an Elementary School operated by the BIA: (1) ___ Yes (2) ___ No

20. What is the occupation of your father?

(1) _____ Professional, Proprietor, Manager, Clerical, Skilled, Semi-Skilled Service

(2) _____ Sales

(3) _____ Farmer, Sheepherder, Rancher

(4) _____ Services

(5) _____ Unskilled

21. When did you graduate from High School?

(1) _____ Before 1960

(2) _____ Between 1960 and 1965

(3) _____ Between 1966 and 1969

(4) _____ 1970

(5) _____ 1971

(6) _____ 1972

(7) _____ Did not graduate

22. How did you obtain a High School education completion certificate?

(1) _____ Graduated from High School and received a diploma

(2) _____ Dropped out of High School and later passed the GED

(3) _____ Never completed High School or passed the GED and college did not require High School for admission

23. What degree are you working toward at this time?

(1) _____ AA--Associate of Arts

(2) _____ BA--Bachelor of Arts

(3) _____ BS--Bachelor of Science

(4) _____ BBA--Bachelor of Business Administration

(5) _____ MA--Master of Arts

(6) _____ M Ed.--Master of Education

(7) _____ Law Degree

(8) _____ Doctorate

(9) _____ Other, please specify _____

24. When did you first enter college?

(1) _____ Before 1960

(2) _____ Between 1960 and 1965

(3) _____ Between 1966 and 1968

(4) _____ 1969 - 1970

(5) _____ 1970 - 1971

(6) _____ 1971 - 1972

(7) _____ 1972 - 1973

25. *Did you have any trouble gaining admission to a college?*

(1) _____ *Yes* *(2)* _____ *No*

26. *If you did have trouble, which of the following reasons were part of your problem?*

(1) _____ *I had no problems getting admitted to college*

(2) _____ *Too low ACT or SAT scores*

(3) _____ *Didn't apply in time*

(4) _____ *Lacked certain courses from High School*

(5) _____ *Didn't have high enough grades in High School*

(6) _____ *Didn't have high a High School diploma*

(7) _____ *Incomplete application forms and requirements*

(8) _____ *Other, please specify* _____

_____

27. *What is the name of the college or university in which you are now enrolled?*

_____

28. *Is it a public or private institution (i.e., State supported college or university or church or privately supported).*

(1) _____ *Public* *(2)* _____ *Private*

29. *Are you living on or off the campus?* *(1)* ___ *On Campus* *(2)* ___ *Off Campus*

30. How many other Indians attend your college or university?

(1) _____ Very few
(2) _____ A Few
(3) _____ A large group, 25 or more
(4) _____ I am virtually the only known Indian enrolled at the college
(5) _____ Do not know

31. How are you classified in college or university?

(1) _____ Freshman
(2) _____ Sophomore
(3) _____ Junior
(4) _____ Senior
(5) _____ Graduate
(6) _____ Post Doctoral
(7) _____ Non-degree but attending college for course work and professional training not leading to a degree

32. Are you enrolled as a full time student for this semester?

(1) _____ Yes (2) _____ No

33. How many credits are you taking at the present time (do not include courses you are auditing).

(1) _____ less than 9 semester hours
(2) _____ 9 - 12 semester hours
(3) _____ 13 - 15 semester hours
(4) _____ over 16 semester hours
(5) _____ under 9 quarter hours
(6) _____ 9 - 12 quarter hours
(7) _____ 13 - 15 quarter hours
(8) _____ over 16 quarter hours

34. What is your major in college?

(1) _____ Art
(2) _____ Education
(3) _____ Engineering
(4) _____ Law
(5) _____ Medicine
(6) _____ Ministry
(7) _____ Music
(8) _____ Social Work
(9) _____ Other, Please specify _____

35. Have you changed your major since starting to college?

(1) _____ Yes (2) _____ No

36. If you have changed your major, how many times have you changed?

(1) _____ One (3) _____ Three
(2) _____ Two (4) _____ More than three

37. Does your college or university offer counseling specifically for Indian students?

(1) _____ Yes (2) _____ No

38. Do you take advantage of the general counseling services of the college?

(1) _____ Yes (2) _____ No

39. Do you now or have you participated (in past times) in one of the following programs?

(1) _____ Indian Studies
(2) _____ Indian Counselor Services
(3) _____ Tutoring and remedial services
(4) _____ Belong to an Indian Club
(5) _____ Participated in activities of an Indian Center
(6) _____ Attended a freshman orientation program
(7) _____ Attended summer school
(8) _____ Participated in Indian week activities

40. What one subject do you find the most interesting?

(1) _____ English

(2) _____ Social Sciences (Government, Economics, Psychology, Sociology, etc).

(3) _____ Mathematics

(4) _____ Education (all courses)

(5) _____ Other, please specify: _____

41. What one subject do you find the least interesting?

(1) _____ English

(2) _____ Social Sciences

(3) _____ Mathematics

(4) _____ Education (all courses)

(5) _____ Other, please specify: _____

42. What one thing do you find most enjoyable about college? (Check only one)

(1) _____ The people with whom you associate, professors and other students

(2) _____ The general academic environment, including the studying

(3) _____ Intellectual stimulation

(4) _____ The social life

(5) _____ A sense of fulfillment in attending college

(6) _____ The living arrangement in the dormitory, apartment, etc.

(7) _____ The gaining of skills and knowledge necessary to entering a profession

(8) _____ Other, please specify: _____

43. What do you believe to be your biggest problem in college?

(1) _____ Lack of preparation in high school

(2) _____ Poor study habits

(3) _____ Lack of motivation to study

(4) _____ Home sickness

(5) _____ Too few people or friends to relate to

(6) _____ Poor English language skills

(7) _____ Problems stemming from lack of financial support

(8) _____ Home problems, both at college and back home

44. When do you expect to graduate from present college program?

(1) _____ 1973 (4) _____ 1976

(2) _____ 1974 (5) _____ 1977

(3) _____ 1975 (6) _____ Not sure

45. Have you ever attended college during a summer session?

(1) _____ Yes (2) _____ No

46. If you have dropped out of college before or have dropped out during the school year 1972-73 (current year), why did you do so? (Check one only)

(1) _____ Health Problems

(2) _____ Lack of application to college work

(3) _____ Lack of funds

(4) _____ Difficulty with the law

(5) _____ Wrong Major

(6) _____ Left to go to work

(7) _____ Family obligations and responsibilities

(8) _____ Work was too difficult

(9) _____ Military Service

47. If you are an undergraduate, do you have an interest in attending graduate school?

(1) _____ Yes (2) _____ No

48. When you graduate, do you expect to:

(1) _____ Work among and for Indian People on any reservation or in any place where the need exist

(2) _____ Work only among my own tribal people

(3) _____ Return to the reservation to work

(4) _____ Stay in the college environment and join the academic community

(5) _____ May return to the reservation or take a job off it, depending on the situation when I graduate

(6) _____ Work where I can get the best job

(7) _____ Other, please specify: _____

Items 51 through 59 cover the financial aspects of your attendance at college. We are very sensitive to a request for this type of information and do so only because it is so important to our ability to obtain the funds necessary to keep the Higher Education program going at an adequate level. You should be assured that your responses are strictly confidential and that there is no way the answers can be traced back to the person who made them. Your full responses to this part of the evaluation questionnaire is very important and your participation is very much appreciated.

49. Please write the exact budget (all sources) you receive per semester or per quarter

(1) $_____ Per quarterly

(2) $_____ Per Semester

(3) $_____ Per Summer Session

50. What costs of your college education seem most difficult to meet?

(1) _____ Social Life

(2) _____ Room and Board

(3) _____ Transportation

(4) _____ Costs of books and supplies

(5) _____ Out-of-State tuition and fees

(6) _____ Regular tuition and fees

(7) _____ Family responsibilities, wife and children

(8) _____ Other, please specify: _____

51. Do you own and operate an automobile? (1) _____ Yes (2) _____ No

52. What is the source or sources of the non-BIA support?

(1) _____ Church scholarship

(2) _____ State Scholarship

(3) _____ Tribal aid

(4) _____ College scholarship

(5) _____ Part time job

(6) _____ EOG

(7) _____ NDSL, National Defense Student Loan

(8) _____ Work study

(9) _____ Other, please specify: _____

53. How much support do you receive from your parents per semester or quarter?

(1) _____ None
(2) _____ Under $300
(3) _____ $301-$500
(4) _____ $501-$700
(5) _____ $701-$1000
(6) _____ $1001-$2000
(7) _____ $2001-$4000
(8) _____ $4001-$6000
(9) _____ $6001 and over

54. What would you estimate the annual income of your parents to be?

(1) _____ $2,000 or less
(2) _____ $2,001 - $3,000
(3) _____ $3,001 - $5,000
(4) _____ $5,001 - $7,000
(5) _____ $7,001 - $9,000
(6) _____ $9,001 - $10,000
(7) _____ $10,001 - $15,000
(8) _____ $15,000 and over

55. If married, does your wife or husband, which ever it might be, work while you attend college?

(1) _____ Yes (2) _____ No

56. How much support per semester or per quarter do you receive from non-BIA sources?

(1) _____ None

(2) _____ Under $300

(3) _____ $301 - $500

(4) _____ $501 - $700

(5) _____ $701 - $1,000

(6) _____ $1,001 - $2,000

(7) _____ $2,001 - $4,000

(8) _____ $4,001 - $6,000

(9) _____ $6,001 and over

57. How much BIA support do you get per semester or quarter?

(1) _____ None

(2) _____ Under $300

(3) _____ $301 - $500

(4) _____ $501 - $700

(5) _____ $701 - $1,000

(6) _____ $1,001 - $2,000

(7) _____ $2,001 - $4,000

(8) _____ $4,001 - $6,000

(9) _____ $6,001 and over

58. What do you feel to be the major strength of the BIA Higher Education Program (Check only one).

(1) _____ Produces scholarship assistance for as many Indian college students as possible

(2) _____ Assists Indian students in locating other sources of support for purposes of attending college

(3) _____ Serve as a liaison between the student and a number of interests and concerns such as attendance, home help, etc.

(4) _____ To assist in gaining admission to college

(5) _____ Support creation of Indian interest and concern on a campus via such things as an Indian center, Indian week, Indian counseling services, etc.

(6) _____ Job placement assistance and career information

(7) _____ Other, please specify _____

_____

59. Regarding the operations of the BIA and/or tribal scholarship offices, what do you think their strengths to be? (Check only one).

(1) _____ Efficient handling of applications and requests for information

(2) _____ Always willing to listen to a student

(3) _____ Sensitivity to student needs

(4) _____ Willingness of employees to go beyond the normal call of duty in behalf of students

(5) _____ Ease of contact. That is, as a student, you know that the office will always respond in one way or another

(6) _____ Other, please specify _____

_____

60. How did you first learn of the BIA HIgher Education program?

(1) _____ From a friend

(2) _____ From the high school counselor

(3) _____ From the college counselor

(4) _____ Information from the BIA Area or Agency Office

(5) _____ From my parents

(6) _____ High school teacher or principal

(7) _____ Tribal leaders, members or official

(8) _____ Other, please specify _____

_____ _____

61. In making an application for a scholarship grant from BIA, did you file the application?

(1) _____ Well before the deadline for applications

(2) _____ A few days before the deadline for applications

(3) _____ On the day of the deadline for applications

(4) _____ After the deadline

(5) _____ I cannot remember

62. In your understanding of the BIA Higher Education Program, what were the factors that were important to determining the amount you were granted? Please check one or more of the following items?

(1) _____ The amount of assistance my parents could provide

(2) _____ Financial aid from sources besides my parents, such as college scholarships, etc.

(3) _____ My major in college

(4) _____ The cost of the college I wanted to attend

(5) _____ The opinion of the scholarship officer

(6) _____ My age

(7) _____ Whether or not I was married and the size of my family

(8) _____ I really could not tell the reasons which determined my grant

(9) _____ Other, please specify: _____

_____

63. In your opinion, how well has the BIA Higher Education Program at your Agency or Area Office handled your grant?

(1) _____ Very efficiently

(2) _____ Average of efficiency

(3) _____ Not very efficient

(4) _____ Unsatisfactorily (If it is unsatisfactory, please say why: _____

_____

64. How often do you have contact with the BIA or tribal scholarships officer? This includes visits, correspondence, or telephone calls.

(1) _____ Once a semester or quarter (3) _____ Three times a semester/quarter

(2) _____ Twice a semester or quarter (4) _____ I never hear from him/her.

65. Do you believe more contact with the BIA or tribal scholarships aid officer would be helpful?

(1) _____ Yes (2) _____ No

66. Check what you believe to be the two main objectives of the BIA Higher Education Program

(1) _____ To develop leadership among American Indians via college education

(2) _____ To support the policy of self-determination by providing college education of Indian youth for leadership

(3) _____ To provide financial aid to Indian college students

(4) _____ To increase the general education level of Indian People

(5) _____ To make it possible for Indian youth to develop to their full potential through education

(6) _____ I do not know what the objectives are or should be

(7) _____ To meet the trust responsibilities in education to Indian People

(8) _____ Other, please specify: _____

_____

67. The BIA is actively seeking ways to improve the Higher Education Program. Please, state <u>one improvement</u> which you believe would be helpful in the administration of the program.

_____

68. Please check the Agency Office handling your BIA scholarship grant:

(1) _____ Cheyenne River
(2) _____ Crow Creek
(3) _____ Fort Berthold
(4) _____ Fort Totten
(5) _____ Lower Brule
(6) _____ Pine Ridge
(7) _____ Rosebud
(8) _____ Yankton
(9) _____ Sisseton

69.

(1) _____ Standing Rock
(2) _____ Turtle Mountain
(3) _____ Winnebago
(4) _____ Jicarilla
(5) _____ Mescalero
(6) _____ Northern Pueblos
(7) _____ Southern Pueblos
(8) _____ Southern Ute
(9) _____ Ute Mountain Ute

70.
(1) _____ Zuni
(2) _____ Anadarko
(3) _____ Concho
(4) _____ Horton
(5) _____ Pawnee
(6) _____ Shawnee
(7) _____ Blackfeet
(8) _____ Crow
(9) _____ Flathead

71.
(1) _____ Fort Belknap
(2) _____ Fort Peck
(3) _____ Northern Cheyenne
(4) _____ Rocky Boy
(5) _____ Wind River
(6) _____ Southeast
(7) _____ Anchorage
(8) _____ Bethel
(9) _____ Fairbanks

72.
(1) _____ Nome
(2) _____ Wrangell School
(3) _____ Seattle Liaison Office
(4) _____ Great Lakes
(5) _____ Minnesota
(6) _____ Red Lake
(7) _____ Sac & Fox Area Field Office
(8) _____ Ardmore
(9) _____ Okmulgee

73.
(1) _____ Osage
(2) _____ Miami
(3) _____ Tahlequah
(4) _____ Talihina
(5) _____ Wewoka
(6) _____ Eufaula
(7) _____ Chinle
(8) _____ Eastern Navajo
(9) _____ Fort Defiance

74.
(1) _____ Shiprock
(2) _____ Ramah
(3) _____ Tuba City
(4) _____ Colorado River
(5) _____ Fort Apache
(6) _____ Hopi
(7) _____ Nevada
(8) _____ Papago
(9) _____ Pima

75.
(1) _____ Salt River
(2) _____ San Carlos
(3) _____ Truxton Canon
(4) _____ Uintah and Ouray
(5) _____ Colville
(6) _____ Fort Hall
(7) _____ Northern Idaho
(8) _____ Spokane
(9) _____ Umatilla

76.
(1) _____ Warm Springs
(2) _____ Western Washington
(3) _____ Yakima
(4) _____ Central California
(5) _____ Hoopa
(6) _____ Southern California
(7) _____ Cherokee
(8) _____ Choctaw
(9) _____ Seminole

TECHNICAL INFORMATION

The contents of the questionnaire were based on the background paper for the Higher Education Evaluation that was written by Ms. Karen Ducheneaux, from discussions with key administrators, and from the Bureau's record of memos and letters pertaining to the program. Ultimate responsibility for content, however, rests with evaluation personnel.

There are approximately 13,000 students in the total program. A sample was sought in order to provide a valid base for developing survey statistics. To randomize the sample, each Area Office was asked to submit the names and addresses of participating students for the School Year 1972-73. The memorandum making this request is a part of this section of the report. Student names and addresses were submitted and in most instances, every other name from the list was used in the initial mail-out. A total of 6,618 questionnaires were mailed out and of this total, 2,736 were eventually keypunched and run through the computer services division of the General Services Administration at Fort Worth, Texas.

Forty-one percent of the initial mailout was useable in the survey, which is 21 percent of the total enrollment. For administrative purposes, it was important that the questionnaires be returned in sufficient number to make it possible to represent each Area Office with a valid sample. Graph One reflects the distribution of the sample according to administrative jurisdiction.

No followup to the initial mailout was attempted inasmuch as the response was satisfactory for purposes outlined in the evaluation. Cut-off date for the questionnaires was April 20. Since that time, additional questionnaires were returned but they were not included in the sample.

The questionnaires were mailed directly to the students. Each student was provided a self-addressed, stamped envelope so they could complete the instrument and return it as soon as possible. An urgency of need was expressed on the face of the letter attached to the questionnaire. This letter and the questionnaire are also included in this section of the report.

Students returned the completed questionnaire directly to the Indian Education Resources Center in Albuquerque where they were edited and useable instruments were in turn mailed to the computer center. There was no intermediary between the I.E.R.C. and the student save in two instances. In these two instances, the questionnaires were mailed to the college student advisor who was asked to forward them to the students school address. In all instances, the questionnaire was returned from the student directly to the I.E.R.C.

Due to the requirements and limitations of the computer, it was necessary to develop special programming to accomodate those items on the questionnaire that had more than one possible response. This, then became part of the editing process. In some instances, some of the items had to be hand tabulated. This refers specifically to Items 43 and 49. Hand tabulation was decided on because prior to having the information the instrument provided, it was impossible to develop practical intervals.

In all, it has been a learning experience and the evaluators are now in a position to provide Higher Education personnel with a more practical and much simplified instrument. If others are interested in using the questionnaire, it is recommended that they revise it before doing so. The questionnaire will be revised and be made available to those who might wish to use it.

Other statistical data are being developed from the questionnaire and will be made available in subsequent reports. This report contains survey information in the form of simple percentages, only.